

# **SEN AND DISABILITY**

# **SEN INFORMATION REPORT**

**March 2019**



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| <b>School Name and Address</b>   | The Lakes School<br>Troutbeck Bridge<br>Windermere<br>Cumbria<br>LA23 1HW  |              | <b>Telephone No.</b>   | 015394 40810   |
|  |  |              | <b>Website</b>   | <a href="http://www.thelakesschool.com">www.thelakesschool.com</a> |
| <b>Does the school specialize in meeting the needs of children with a particular type of SEND?</b> | <b>No</b>  | <b>Yes</b>   | If yes, please give details:   |  |
|  | <b>No</b>  |              |  |  |
| <b>What age range of pupils does the school cater for?</b>   | 11 - 18  |              |  |  |
| <b>Name and contact details of your school's SENCO/SEND Manager</b>                                | SENCO – Ms Sharon Rainey<br>Heads of Learning Support – Mrs. Hayley Haslam<br>Ms. Helen Harper<br>Tel: 015394 40810<br>Email: lshead@lakes.cumbria.sch.uk  |              |  |  |
| <b>Name of Person/ Job Title</b>   | Ms. Sharon Rainey<br>SENCO   |              |  |  |
| <b>Contact telephone no.</b>   | 015394<br>40810  | <b>Email</b> | <a href="mailto:sharon.rainey@lakes.cumbria.sch.uk">sharon.rainey@lakes.cumbria.sch.uk</a> |  |
| <b>Please give the URL for the direct link to your school's Local Offer.</b>                       | <a href="http://www.thelakesschool.com">www.thelakesschool.com</a><br><br>Cumbria's Local Offer<br>Cumbria's Local Offer is available from the website: Cumbria County Council<br><br><a href="http://www.localoffer.cumbria.gov.uk">www.localoffer.cumbria.gov.uk</a> |              |  |  |
| <b>Name</b>  | Sharon Rainey  | <b>Date</b>  | 1 <sup>st</sup> March 2019   |  |

## Promoting Good Practice and Successes

### Accessibility and Inclusion

- How accessible is the school environment?  
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? – including displays, policies and procedures, etc. Do you have information available in different font sizes, audio information, Braille, other languages, etc? How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?  
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialized equipment (e.g. ancillary aids or assistive technology)?

### What the school provides

- The Lakes School is a smaller than average secondary school.
- Buildings are spread over two floors.
- There is one disabled lift. All parts of the building are accessible, except for the stage; however, this can be accessed from the back steps using a ramp. The lower level in the school hall can be accessed from the side of the building.
- During lesson changeover, students with additional needs leave the classrooms first if it is required, to avoid busy periods and to ensure safe movement. Support staff meet identified students at the start of the day.
- All students and staff walk on the left to ease congestion at peak times and support staff monitor.
- There are accessible parking spaces for the public and disabled persons.
- Spacious disabled toilets are available.
- There are disabled changing facilities available.
- Furniture is of age appropriate height for the age of the children being taught in each classroom.
- The school uses visual timetables, and photographs of staff to ensure students who need pictorial cues can access the timetable and become familiar with staff/rooms/facilities they will encounter.
- The school has a range of ICT programs for students with a range of SEND in addition to headphones, computers and interactive whiteboards in some classrooms.
- Over the last 10 years, the school has accommodated a number of children with a range of disabilities and has made use of a range of specialised equipment made available through liaison with health professionals.
- The school has a number of students with hearing impairment and has been successful in supporting these students to achieve.
- School has all required policies and guidance in place, (10<sup>th</sup> November 2018 – SEND Policy was updated). These can be accessed from the school website or available upon request from the school. For parents whose first language is not English, if necessary the school will seek to provide an interpreter to attend meetings. School aims to ensure that all communications in written format are

clear and concise, but will inform parents, carers and families verbally where appropriate, but also through emails and texts.

- The school Arbor system is a tool, which enables all staff to recognize positive effort, excellent behavior and work of all students. This system ensures that all students are acknowledged and their positive attitude, social skills and efforts whatever their ability levels are recognized and rewarded.
- Arbor can also be used to record concerns regarding behavior and Form Tutors, Heads of Department or Pastoral Support then follow this up. This ensures communication is effective and concerns dealt with quickly.

### **Teaching and Learning**

- What arrangements do you have to identify and access children with SEND?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities).
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEND?
- What arrangements are made for the reasonable adjustments and support to the child during tests.
- How well does your SEND provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

### **What the school provides**

- The Lakes School has an inclusive and positive whole school ethos, which allows students of all abilities to achieve their best in a safe and caring environment.
- Early identification of SEND is essential. Targeted intervention for individual students provided through a whole school approach to assessment of progress, which informs provision mapping at five key points throughout the year. This will inform the range of support required for specific students and resource allocation.
- Support plans in place for students who require more personalised targets, which are produced through consultation with the students, parents, teachers, teaching assistants and other professionals.
- The Lakes School liaises closely with all our feeder primary schools to ensure students with SEND are supported early in the transition process.
- Our Heads of Learning Support, Mrs. Haslam and Ms. Harper visit students in Years 5 and 6 in their primary schools. They also discuss pupils with additional needs with primary teachers and parents; this information is then fed back to all members of staff.
- Students with additional needs are encouraged to attend, 'settling in' sessions along with some of their friends and their TA prior to their start in September.
- The views of parents are sought early to discuss concerns in working together to meet their child's needs. Regular parental communication with the school is encouraged to continue throughout the year.
- Additional teaching assistant support is deployed according to individual needs to ensure full access to the curriculum.
- Teaching assistants are all at senior level and continue to develop a range of specialisms through professional development, these include supporting children with specific learning difficulties, autism, hearing and visual impairment, attention deficit, hyperactivity disorder (ADHD), behavioural issues and mental health

issues. Training is identified and provided as required for individual teaching assistants as well as all teachers, through both internal and external agencies. There is a whole school collaborative approach to SEND.

- Through collaboration with subjects, effective support is provided within the classroom, in small groups or on a one to one basis.
- Teaching assistants help with individuals' organization and work with the class teacher to promote independent learning.
- Mindfulness lessons are delivered to many students in year 7 and 9, to help aid emotional well-being.
- Homework support is available in room 15 before school and at break and lunchtimes every day. Computers and a printer are available and members of the Learning Support Department supervise this.
- Literacy and numeracy intervention is available on a one to one basis.
- The IDL program is in place for all year groups, which is designed to improve reading, and spelling ages, it is an online intervention that can be accessed from home and it allows student progress to be tracked.
- The school has a number of laptops and netbooks available as required for students who have difficulty with extended writing or to assist students with handwriting or physical difficulties.
- There are a number of staff who are fully First Aid trained for specific medical needs as required.
- The SENCO and the Heads of Learning Support monitor student progress collaboratively with the class teacher and Heads of Department involving outside agencies as required. Students' interventions are detailed through provision mapping which is evaluated at the five assessment points throughout the year. Small steps of progress are detailed using PIVATS, which can be accessed by all departments.
- All Year 7 students are assessed upon entry to The Lakes School through Standardised reading and spelling tests.
- All Year 7 and 8 students are tested for reading and comprehension twice in the year, this monitors progression and highlights any students not making expected progress in these areas.
- If specialized assessments are required, these are carried out through collaboration with outside agencies.
- Specialist teachers provide external support for students and staff from the SEND Teaching Support Team for a range of needs including autism spectrum conditions; blind/visual impairment; deaf/hearing impairment; physical/medical needs; severe learning difficulties and social and behavioural needs. This allows the school to promote an inclusive environment where appropriate strategies highlighted by specialist input inform the needs of all students.
- The Lakes School works closely with INSPIRA, and other outside agencies to provide key services to young people to help them develop their personal, social and employability skills.
- The school nurse and other medical professionals are available to meet the needs of any students with complex medical conditions.
- Equipment, including specialist equipment for students with physical disabilities is either provided, through the school's resources or, when high cost, through the Local Authority, e.g. specialist seating, wheelchairs, stands, etc.
- Reasonable adjustments are made for students during tests and external examinations. Extra time is provided per the regulations as well as applications made for special consideration as appropriate. Readers and scribes are provided for students in line with regulations.
- Applications for external exam special arrangements for students with a range of learning needs are made through the schools examination officer.

- Regular updates are provided for all staff via email or through the Arbor system.
- The Learning Support Department meet weekly to discuss and share expertise and all staff attend INSET sessions when more in depth training and information is shared to facilitate and enhance the awareness and expertise of specialist staff.
- The Lakes School is a member of NASEN, (National Association for Special Educational Needs) and staff attend conferences and training events.
- The Lakes School is a member of the SLF SENCO Group, which includes a number of secondary schools in the South Lakes area. This is a way to network with other SEND professionals and access training.
- Individual teachers are responsible for making lessons accessible to all, which include differentiation for all abilities.
- Students in Year 9 and parents are given independent advice and guidance with the choosing of 'Option courses' for those students in which a modified curriculum is appropriate. In addition, various Entry Level courses are delivered.
- Every student in Year 10 has a week's work experience placement and students with additional needs have teaching assistant support if appropriate.
- Students in Year 7 that have concerns in specific areas, (e.g. reading) are offered a mentor. These mentors are trained sixth formers who meet regularly with the students to help with this area.
- Students identified as having additional needs are involved in creating their own personal Pupil Passport, indicating strengths and weaknesses and coping strategies. This will be carried with them in order to make their student voice easier to be heard and will also be made available to all teachers on Arbor and will be updated as appropriate. All students with an Education Health Care Plan will be given a key worker who will liaise with parents.
- Attitude to learning reports are sent home at five assessment points throughout the year to indicate progress and effort of each student. All year groups have a parents' evening once a year. Parents are encouraged to contact staff through email or phone and a response should be expected within 24 hours. Face to face, meetings with the SENCO and Heads of Learning Support can be arranged whenever necessary.
- A pastoral support room is provided to support student's well-being in order to facilitate improved attendance and learning outcomes.
- Room 15 is a base for SEND students, which is fully resources for 1 to 1 support and small group work as well as providing a safe environment where all students are made welcome.
- The Lakes School has an Attendance Manager, who works with students and families to help address any attendance issues.
- We have a sensory room (The Reef room) that is available to students who need quiet time and space for reflection.
- We offer a range of AQA awards for SEND students that run both within and outside of the curriculum to allow students to access and develop life skills and allow a celebration of achievements.

### **Reviewing and Evaluating Outcomes**

- What arrangements are in place for review meetings for children with Education Health Care Plans (EHCPs)?
- What arrangements are in place for children with other SEND support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

### **What the school provides**

- Parents and all professionals involved with meeting the needs of a child with an

EHCP contribute to Annual Reviews and receive copies of all reports and paperwork. The student is invited to join the meeting and share their views.

- Reviews are carried out in line with statutory guidance.
- Outcomes of intervention are evaluated and reviewed after each assessment point using internal tracking systems (5 times throughout the year). Evaluated provision maps and next steps are shared with the Senior Leadership Team.
- Effectiveness of provision is evaluated through measuring the impact of intervention on student progress.
- Additional meetings are held with parents and external agencies through the year as required.
- The SENCO and Heads of Learning Support are available by appointment to discuss individual students at any point.
- The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

### **Assessing Risk**

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pickups and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom, e.g. during PE lessons, school trips, etc?
- Where can parents find details of policies on anti-bullying?

### **What the school provides**

- External agencies carry out risk assessments relating to an individual child's needs. In these cases, a specialist will carry out a detailed audit of the school.
- The responsibility for travel to and from school is that of the parents and the Local Authority.
- Form Tutors will register and meet their form at the start of the day. A member of the Learning Support Department will be provided in registration if necessary.
- During break and lunch, all students in Years 7 – 11 stay within the secure school site. There are many areas both outside and inside available for students to play or do independent study. Room 15 is always manned at these times for students to seek help, advice or a quiet space. The library is also available and supervised for quiet reading and computer room 103 is open and supervised as a quiet place to work.
- Students are given clear guidelines about the behavior expected outside the classroom.
- Supervision at break time is provided by teachers and teaching assistants. When required, 1 to 1 support is provided at break time for those students who require it, e.g. for those who find relationships with their peers challenging. At lunchtime, Senior Leaders together with teaching assistants provide supervision.
- All school visits are risk assessed and processed through Kym Allan Health & Safety Consultants. Risk assessments are attached to forms, checked by the educational visits coordinator and delivered by group leaders/responsible staff. If appropriate, a trained first aider accompanies every educational visit.
- Staffing for school visits is always maintained at an appropriate level for the activity

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| <p>being undertaken. Where individual support is needed, the level is higher.</p> <ul style="list-style-type: none"> <li>• The school policy on Child Protection &amp; Safeguarding is in place; it is inclusive and comprehensive and is used in conjunction with the SEND policy. Every member of staff has regular safeguarding training.</li> <li>• The school's anti-bullying policy is currently available within the school behavior policy on the school website and paper copies will be available on request.</li> </ul>   |
| <p><b>Health (Including Emotional Health and Wellbeing)</b></p>  |
| <ul style="list-style-type: none"> <li>• How do you manage the safekeeping and administration of medication?</li> <li>• How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?</li> <li>• What would the school do in the case of a medical emergency?</li> <li>• How do you ensure that staff are trained/qualified to deal with a child's particular needs?</li> <li>• Which health or therapy services can children access on school premises?</li> </ul>   |
| <p><b>What the school provides</b></p> <ul style="list-style-type: none"> <li>• Trained first aiders administer medication.</li> <li>• All medication is kept under lock and key in the medical room, which has a refrigerator. For the safety of all students, students may not carry medicines in school. The locked cabinet is clearly labelled and designated staff have access to the key.</li> <li>• Medication in the cabinet is clearly labelled with the student's name. Names are checked carefully and instructions read before a record of any administration is completed.</li> <li>• Staff are trained to use epi pens in an emergency.</li> <li>• Instructions for administration are kept with the medicine or care plan.</li> <li>• A Medical Care Plan is drawn up in conjunction with parents and medical professional. A meeting is called in school when the plan is agreed and signed by responsible staff.</li> <li>• Medical Care Plans are held in the medical room, circulated to staff as appropriate and reviewed at least annually unless circumstances change.</li> <li>• All staff are briefed about students with medical needs. The school nurse or specialist nurse practitioners if necessary may give additional training for staff or first aiders.</li> <li>• In the event of a medical emergency, the member of staff is instructed to make an initial assessment and send for a first aider. The first aider will make the decision regarding treatment on the spot or whether to call for an ambulance. In the event of a serious incident, an ambulance is called immediately along with the emergency contact adult.</li> <li>• Any service can make an appointment to visit a child in school if required, with parental permission and subject to the school safeguarding protocols.</li> </ul> |

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| <p><b>Communication with Parents</b></p>   |
| <ul style="list-style-type: none"> <li>• How do you ensure that parents know 'who's who' and whom they can contact if they have concerns about their child/young person?</li> <li>• How do parents communicate with key staff, e.g. do they have to make an appointment to meet with staff or do you have an Open Door policy?</li> <li>• How do you keep parents updated with their child/young person's progress?</li> <li>• Do you offer Open Days?</li> <li>• How do parents give feedback to the school?</li> </ul> |
| <p><b>What the school provides</b></p>   |

- A full staffing structure is available in the school prospectus, which is available on the school website. The website is regularly updated and provides general information for parents, access to policies, procedures, help, and advice for parents.
- Parents and carers are welcome into school. Appointments are made for specific meetings; however, if a parent arrives unannounced we do our best to accommodate them. Staff are always proactive and will seek meetings with parents if there are specific concerns at any given time or if they have noticed any changes in a student's work or behaviour.
- There are parents' evenings to discuss students' progress. See also the section on teaching and learning above. The Heads of Learning Support and SENCO are available at every parents' evening to discuss and concerns or worries that may arise at that time.
- Information such as academic levels, social and emotional issues and home situations is gathered on Year 6 students through staff visits to feeder primary schools, this information is fed back to Heads of Learning Support, Heads of Department and Form Tutors.
- Parents' views and feedback is sought through regular parent forum meetings as well as questionnaires at parent's evenings throughout the year, signpost to the OFSTED parent view website.
- The school holds an open evening for prospective parents in the autumn term and an induction evening in June, as well as events relating to secondary school choices, curriculum information evenings and opportunities for parents to share class work in progress.
- The first point of call for parents should be with the student's Form Tutor. The next point of contact would be the Pastoral Managers, Miss Kirsty Evans and Mr. Matt Taylor and the Heads of Learning Support, Mrs. Hayley Haslam and Ms. Helen Harper.
- Within the Learning Support Department we are happy to be contacted by parents at any time, preferably by email: [lshead@lakes.cumbria.sch.uk](mailto:lshead@lakes.cumbria.sch.uk)
- All students are issued with a planner at the start of the year, which facilitates home/school contact.
- Information evenings are held throughout the year in subject topics such as IDL and Autism awareness.

### **Working Together**

- What opportunities do you offer for children to have their say?
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to be involved in the life of the school or become school Governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEND and supporting their families, e.g. health, social care, voluntary groups?
- How do home/school contracts/agreements support children with SEND and their families?

### **What the school provides**

- Students' views are sought on a range of aspects of school life, e.g. curriculum discussions and PSHE lessons.
- The school has sixth form students acting as Prefects to ensure our students are fully involved in helping to support and mentor students.

- Parents are invited to make comment through annual questionnaires, which provide opportunity to respond on the strengths of the school, as well as aspects, which could be improved.
- Annual reviews invite students' comments regarding their education.
- Annual reviews invite parents' comments regarding their child's education.
- There is a Governor linked with SEND who reports to the full Governing Body.
- Parents are members of the Governing Body through parent governor elections, which are held when a vacancy arises.
- The Governing Body is proactive in supporting the school in its work.
- Home School Agreements support SEND students and their families in fundamental points. All parents are required to sign this agreement, which highlights the safeguarding policy and behaviour expectations we have of students.

#### **What help and support is available for the family?**

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

#### **What the school provides**

- Help with completing forms and paperwork is available from the Heads of Learning Support, SENCO, Teaching Assistants or class teachers. This is offered as appropriate.
- The school is proactive in signposting parents to other agencies who can offer support. Referrals have been made by the school for young carers and their families to receive support. The school works closely with the outside agencies to provide workshops and training for groups and individual parents according to need. The Pastoral Managers, Heads of Learning Support and SENCO usually make all referrals.
- Students who require a travel plan have this arranged through the Local Authority with input from the school. The school ensures there is a contact person for liaison with the transport at the beginning and the end of the school day. A teaching assistant if necessary takes the student to the vehicle.
- The school has an Attendance Officer who can meet with parents either in school or at home to help with any attendance issues.

#### **Transition to Secondary School**

- What support does the school offer around transition, e.g. visits to the secondary school, buddying, etc?

#### **What the school provides**

- A structured program of transition is provided by the Learning Support Department during the summer term.
- Year 6 students who are joining us in September attend an induction day in July and Year 5 attend a taster day in July.
- Visits by Year 6 to the school for various curriculum activities through the year.
- Good relationships have been established with the local schools so that all Year 6 students take part in teaching and learning activities, e.g. math and science activities.
- Year 6 induction evening for students and parents in June.

**In addition for SEND children:**

- Additional visits to secondary school with a teaching assistant for familiarization. The visits take place over a number of weeks and involve the Year 6 students building relationships with teaching assistants, finding their way around the school and knowing what happens at break and lunch time as well as in lessons. All this ensures a much smoother, more positive transition time for the Year 6 students and their parents.
- Year 6 parents with children with SEND are encouraged to meet with staff in our school during the spring and summer term prior to transition. This enables us to discuss how we support in secondary school, the kind of assessments we use and the resources available. It also allows parents to ask questions, discuss their concerns and go away with a much clearer idea and direct contacts they can use to quickly get answers to their worries. Learning support staff are available at the Year 6 Parents' Open Evening to discuss and support needs.
- The Lakes School teaching assistants visit students in primary schools and when appropriate, work with the students and key staff to aid transition.

**Extra-Curricular Activities**

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

**What the school provides**

- There are clubs running afterschool and at lunch times which offer a range of sporting, music, science, craft and board game activities.
- There are opportunities for students to learn a musical instrument at an additional cost.
- The school does not offer childcare before or after school, however the dining hall is open for breakfast from 8.20am and Room 15 from 8.00am where students can socialise and complete homework in a safe environment.
- Lunchtime and after school sporting activities are organized by the PE department.
- The school library is open at breaks and lunchtimes. A homework club is run by the Learning Support Department on a daily basis to assist students with their work.
- All students are invited to participate and all extracurricular activities are inclusive.
- Students are encouraged to apply for various positions of responsibility, e.g. mentors, form captains, prefects, etc.