

## SEN INFORMATION REPORT

Opportunity  
Encourage  
Achieve

LWS Academy is a secondary special school for boys aged 11- 16. All of our pupils have Education, Health and Care plans with their primary need identified as Social, Emotional and Mental Health difficulties. Many of our students have additional difficulties which impact on their learning, including Autistic Spectrum Conditions (ASD), moderate/specific learning difficulties, Attention Deficit and Hyperactivity Disorder (ADHD), etc. All students have access to a broad and balanced curriculum differentiated to meet their learning needs. We currently offer provision for 55 students.

From September 2019 the school will have a designated transition class for students in Yr 7 using the six nurture group principles.

The school commissions an independent Educational Psychologist who is able to undertake cognitive assessments of students in order to identify any barriers to learning.

An independent specialist Psychotherapist supports the school to implement a whole service trauma informed approach.

At LWS, our focus is on preparing students for their future through providing opportunity and encouragement; accepting responsibility and diversity in a mutually respectful community that enables the building of self –belief, trust and resilience.

LWS pays due regard to the Public Sector Equality Duty which came into force on 5 April 2011, duties are as identified in the Equality Act 2010 and its Schedules. There are nine equality strands (known as Protected Characteristics):

- disability
- ethnicity (including Gypsy and Traveller groups)
- gender
- gender identity and transgender
- faith, religion and belief
- marriage and civil partnership
- sexual orientation (homophobia)
- pregnancy and maternity
- age

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination, harassment and victimization. LWS seeks to achieve positive action in respect of every aspect of the Act.

Our site is fully accessible to all and the staff team ensure that support is offered to students to access to offsite provision, colleges and work placements as required. Links with other educational providers are well established, and there are frequent sports events with other schools. The school is located immediately off the A27 in Park Gate, South Hampshire. The school is not placed in the communities it serves which currently include Gosport, Havant, Winchester and the New Forest. Students are provided with taxis by the Local Authority if they live over 3 miles from the school. For students who live within the 3 mile radius, the school provides local transport within reason. For students who use public transport, Swanwick train station is within a 15 minute walk, and there are bus services to Fareham, Gosport and Southampton within a 10 minute walk. Jcts 8 and 9 of the M27 are approximately 2 miles from the school in opposite directions.

## The Levels of Support and Provision offered by LWS

### 1. Listening to and responding to children and young people

Whole school approaches: the universal offer to all students	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> <li>● The Student Board</li> <li>● Safeguarding policy and procedures</li> <li>● Individual Education Plans</li> <li>● Student Surveys</li> <li>● Trauma informed approach</li> <li>● Ready to Learn support</li> <li>● Student voice - EHCP review</li> </ul>	<ul style="list-style-type: none"> <li>● FEIPS support</li> <li>● Therapeutic story writing</li> <li>● Mindfulness sessions</li> <li>● Targeted therapies as identified in EHCP</li> <li>● Speech, Language and Communication support, assessment and advice</li> <li>● Assessment of additional learning needs</li> <li>● Friends Resilience programme (Yr 7)</li> </ul>	<ul style="list-style-type: none"> <li>● Personalised Learning Pathways</li> <li>● Individual FEIPS support</li> <li>● Personalised support plans</li> <li>● Bereavement/grief support</li> <li>● Counselling through Arts</li> <li>● Home School Link Worker support</li> <li>● PEPs for Looked after students</li> <li>● Sensory Room</li> </ul>

### 2. Collaborative work with parents and carers

Whole school approaches: the universal offer to all children and young people (CYP)	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> <li>● The views, interests and aspirations of all students, parents and carers are reflected in EHCPs and subsequent reviews</li> <li>● Home School Link Worker</li> <li>● Coffee and chat mornings in communities local to families</li> <li>● Termly curriculum target reviews</li> <li>● Student-centred EHCP Reviews</li> <li>● Whole school Open Days / Transition Days</li> <li>● School texting service</li> <li>● School email service</li> <li>● School web-site</li> </ul>	<ul style="list-style-type: none"> <li>● Workshops and learning opportunities for parents, families and carers on specific issues.</li> <li>● HSLW support with specific focus on attendance.</li> <li>● Referrals to appropriate support agencies.</li> <li>● Parent/carers training opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>● CIC (Child in Care) Reviews/PEP reviews</li> <li>● Child in Need Reviews</li> <li>● Early support meetings</li> <li>● Multi-agency meetings/reports</li> <li>● Interim Reviews where required</li> <li>● Home visits as required</li> </ul>

<ul style="list-style-type: none"> <li>● School Twitter</li> <li>● 'Open door' policy – specific appointments on request</li> </ul>		
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### 3. The curriculum

Whole school approaches: the universal offer to all children and young people (CYP) – see curriculum statement	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> <li>● Detailed curriculum planning/delivery for all subjects, with clear differentiated learning objectives to provide all pupils with support and challenge</li> <li>● Detailed planning based upon robust assessment of learning</li> <li>● Regular, robust assessment of the finer points of pupil progress and attainment</li> <li>● Opportunities to enhance and enrich Spiritual, Moral, Social, Cultural (SMSC) outcomes throughout the curriculum regardless of needs type</li> <li>● Personal and Social Development</li> <li>● Yr 7 nurture based curriculum</li> <li>● KS4 flexible learning pathway</li> <li>● Work experience in the community</li> <li>● College link courses where available</li> <li>● A range of enrichment options</li> <li>● Effective use of ICT embedded across the curriculum including e-safety</li> </ul>	<ul style="list-style-type: none"> <li>● Specialist curriculum to support individual needs of learners based upon robust assessment: <ul style="list-style-type: none"> <li>- Visual timetables</li> <li>- FEIPS support</li> <li>- Environmental adaptation</li> <li>- Counselling through the Arts</li> <li>- Targeted EP support</li> </ul> </li> <li>● Inclusion opportunities in other settings where appropriate.</li> <li>● Additional literacy and numeracy support through RTL.</li> <li>● 1:1 LSA support where identified as a learning need in EHCP.</li> </ul>	<ul style="list-style-type: none"> <li>● Personalised Support Plans (time limited) agreed between the parents and the school</li> <li>● Individualised timetables for pupils with specific needs</li> <li>● Personalised learning pathways where main school curriculum does not meet the needs of the individual pupil, i.e. use of alternative providers – Youth Options/Oarsome Chance</li> <li>● Selected, targeted curriculum for individuals delivered on a 1:1 basis as appropriate.</li> </ul>

### 4. Teaching and learning

Whole school approaches: the universal offer to all children and young people (CYP)	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> <li>● Pupils grouped by age and need into a number of classes to ensure that differentiation is effective.</li> <li>● Small groups of 6-8 pupils with a teacher and additional staff to support learning.</li> <li>● Within groups some pupils are taught in differentiated, small groups / 1:1 as appropriate.</li> <li>● Accreditation routes identified across the curriculum</li> <li>● Differentiated learning outcomes identified through robust assessment of learning within all curriculum areas</li> <li>● Differentiation of resources to underpin teaching</li> <li>● Differentiation of learning environment to meet variety of needs</li> <li>● Whole school communication strategy</li> <li>● Effective use of Computing and Communication, including E-Safety across the curriculum.</li> <li>● Annual, person centred review of Education, Health and Care Plan</li> <li>● Individual Education Plans (IEPs)</li> <li>● Regular and robust assessments of pupils' progress and attainment to inform planning and interventions</li> <li>● Analysis of data to show progress over time and inform personalised curriculum planning</li> </ul>	<ul style="list-style-type: none"> <li>● Use of appropriate technology to facilitate access to learning (e.g. chrome books)</li> <li>● Use of multi-sensory approaches and environments</li> <li>● Use of individual work stations</li> <li>● Use of visual communication e.g. visual timetables</li> <li>● Multi-agency advice and guidance to inform/enhance teaching and learning</li> <li>● RTLR support</li> </ul>	<ul style="list-style-type: none"> <li>● Personalised learning timetables</li> <li>● Personalised learning environments where appropriate.</li> <li>● 1:1 or 2:1 support where identified in EHCP.</li> <li>● Learning aids where appropriate, i.e., overlays, wobble boards.</li> </ul>

## 5. Self-help skills and independence

Whole school approaches: the universal offer to all children and young people (CYP)	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> <li>● Emotional literacy support and a solution focused approach are an integral part of the curriculum</li> <li>● Functional skills embedded across the curriculum</li> <li>● Work related learning opportunities within the school and wider community</li> <li>● College Link courses</li> <li>● Focus on transferring and applying skills and knowledge</li> <li>● Focus on pupils being independent learners</li> <li>● IEP targets</li> <li>● Support to use public transport and facilities, i.e., accompanied initial journeys</li> </ul>	<ul style="list-style-type: none"> <li>● Learning opportunities in other settings, as appropriate</li> <li>● Appropriate structures, environment, routines, communication methods and adapted resources to aid pupils' development</li> </ul>	<ul style="list-style-type: none"> <li>● Support Plans</li> <li>● Personalised therapy plans</li> <li>● Personalised timetables</li> <li>● Personalised environments</li> </ul>

## 6. Health, wellbeing and emotional support

Whole school approaches: the universal offer to all children and young people (CYP)	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> <li>● Positive learning environment with excellent staff role models</li> <li>● PSHE is a core curriculum subject</li> <li>● FEIPS practioner/Counselling through the Arts</li> <li>● 2 x Mental Health First Aiders</li> <li>● 7 x Designated Safeguarding Officers</li> <li>● A number of staff trained in First Aid</li> <li>● staff trained in Team Teach/Securicare De-escalation</li> </ul>	<ul style="list-style-type: none"> <li>● Sensory Room</li> <li>● FEIPS support</li> <li>● Ready to Learn Room and support</li> <li>● Referrals to/Liaison with appropriate agencies for support.</li> <li>● Mindfulness sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Personalised environment, resources and approaches</li> <li>● Counselling through the Arts</li> <li>● CIC (Child in Care) Reviews</li> <li>● PEPs</li> <li>● Staff trained in interventions applicable to individual pupils where appropriate.</li> <li>● Personal Handling Plans</li> <li>● Access to personal self facilitated emergency bags for toiletry needs.</li> </ul>

<ul style="list-style-type: none"> <li>● Team Teach trainers on the school staff</li> <li>● School Council obtains views of learners across the school</li> <li>● IEP targets</li> <li>● Home School Link Worker</li> <li>● Whole Service Trauma informed approach supported by commissioned Psychotherapist</li> <li>● Displays provide signposting information</li> </ul>		
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## 7. Social Interaction opportunities

Whole school approaches: the universal offer to all children and young people (CYP)	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> <li>● SMSC (Spiritual, Moral, Social and Cultural) Education incorporated in the curriculum across school</li> <li>● IEP targets</li> <li>● Functional Skills focus in curriculum</li> <li>● Inclusive learning opportunities within local colleges (as appropriate to the needs of the learner)</li> <li>● Although classes are in needs groups there are activities every day that involve wider groups (e.g. clubs at break times, assembly, sport at lunchtime, whole school lunch, etc.)</li> <li>● Culture days</li> <li>● Curriculum trips</li> <li>● Staff modelling social interactions</li> <li>● Coaching</li> <li>● Breakfast club</li> </ul>	<ul style="list-style-type: none"> <li>● Advice and support from Speech and Language Therapist and Educational Psychologist incorporated into classroom practice</li> <li>● Therapeutic storywriting</li> </ul>	<ul style="list-style-type: none"> <li>● Referrals to mentoring/curriculum services to support extracurricular opportunities.</li> </ul>

## 8. The physical environment (accessibility, safety and positive learning environment)

Whole school approaches: the universal offer to all children and young people (CYP)	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> <li>● The school environment is accessible to all learners</li> <li>● Visual signs</li> <li>● School displays promote positive learning outcomes and future pathways across the school</li> <li>● Appropriate furniture for each class</li> <li>● All areas of school are risk assessed and maintained to a high standard</li> <li>● All staff trained in Team Teach/Securicare De-escalation techniques</li> <li>● Accessible outdoor learning areas.</li> <li>● Fenced playing field/outdoor space</li> <li>● All students met on arrival by leadership team for a meet and greet.</li> <li>● Access for all to free breakfast club x 2 per day</li> </ul>	<ul style="list-style-type: none"> <li>● Sensory Room</li> <li>● FEIPS Room</li> <li>● Learning aids</li> <li>● Alternative spaces to complete lesson work.</li> <li>● Ready to Learn room.</li> </ul>	<ul style="list-style-type: none"> <li>● Personal Handling plans</li> <li>● Access to personal self facilitated emergency bags for toiletry needs.</li> </ul>

## 9. Transition from year to year and setting to setting

Whole school approaches: the universal offer to all children and young people (CYP)	Additional, targeted support and provision	Specialist, individualised support and provision
<ul style="list-style-type: none"> <li>● Meetings between parents, member of leadership staff, Yr 7 transition coordinator and HSLW when joining the school.</li> <li>● Integration/Transition plan</li> <li>● Transition Visits from and to current / new setting with a range of experiences</li> </ul>	<ul style="list-style-type: none"> <li>● Year 9 Transition Planning</li> <li>● Year 11 Transition planning for post-school provision (link with multi-agency teams, post 16 providers)</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment of need to support transition</li> <li>● Transition meeting</li> <li>● Referral to Hampshire Futures</li> <li>● Referral to Hampshire Virtual College</li> </ul>

<ul style="list-style-type: none"> <li>● Website/Twitter remains up to date and current</li> <li>● Class timetables sent home regularly</li> <li>● From September 2019, Yr 7 Transition class based on six principles of nurture.</li> <li>● Termly reports to parents and regular telephone/email contact</li> </ul>		
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#### 10. The SEND qualifications of, and SEND training attended by, our staff

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community	To enable targeted support and provision	To enable specialist, individualised support and provision
<ul style="list-style-type: none"> <li>● Ongoing CPD: Mandatory Training for all staff includes: <ul style="list-style-type: none"> <li>- Team Teach/or identified Positive Behaviour Management/De-escalation techniques (behaviour support and physical intervention).</li> <li>- Annual Child Protection and Safeguarding.</li> <li>- Biweekly Reflective space with Psychotherapist to support whole service trauma informed approach.</li> </ul> </li> <li>● SEND, curriculum and school related training as identified through cohort need, appraisal process, SEF.</li> <li>● Specific training <ul style="list-style-type: none"> <li>- Managing Anxiety</li> <li>- Emotional Literacy</li> <li>- Solution Focused Therapy Approaches</li> <li>- Principles of Cognitive Behavioural approaches</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Some staff will have the following regular CPD: <ul style="list-style-type: none"> <li>- First Aid training</li> <li>- Advanced Team Teach</li> </ul> </li> <li>● Senior and Middle Leaders will identify training needs and plan for these as part of the school improvement process</li> </ul>	<ul style="list-style-type: none"> <li>● Induction/probation processes allow for the identification of training needs at point of entry, or at point of significant change of role</li> <li>● All staff have an appraisal process where the needs of the learners they support are considered and any training needs identified</li> <li>● All staff have ongoing access to a CPD request process to meet any needs that may arise during the school year</li> </ul>

<ul style="list-style-type: none"> <li>- Structured Teaching Approaches</li> <li>- Social and Communication needs</li> <li>- ELKLAN for Vulnerable learners</li> <li>- ASC</li> <li>- Precision Teaching/Working Memory</li> <li>- DNA-V: Acceptance, Mindfulness and Positive Psychology for Adolescents</li> <li>- Bereavement/Grief support</li> <li>- Adverse Childhood Factors</li> <li>- Supporting parents with violent children</li> <li>- Mental Health First Aid</li> <li>- Mental Health Level 3</li> </ul>		
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**11. Services and organisations that we work with:**

<b>Service/organisation</b>	<b>What they do in brief</b>	<b>Contact details</b>
<b>Education</b>		
HCC Special Education Needs Department	Referrals Responsibility for all statutory requirements relating to EHCPs	01962 846440
Educational Psychologist	Provides advice and support regarding individual pupils' needs and input into EHCPs where appropriate	Through school
Child in Care Team and Leaving Care Team Hampshire Virtual College	Work in liaison with the school to ensure that appropriate services are in place for each child / young person and that they are making suitable progress.	Through school or already in place.
Information, Advice and Guidance Adviser (EBP)	Our independent adviser outlines to families and young people the options available to them when they leave school. College and apprenticeship interviews are supported and work experience is arranged.	Through school

Local mainstream schools, colleges	We work closely with these partners in order to provide high quality education for young people with SEN in our area.	Through school
<b>Health</b>		
School Nurse CAMHS team	Work in conjunction with the school to provide health care support Provide competency training for staff where appropriate Provide advice and support to school and families	Through school
<b>Therapy</b>		
Speech and Language Therapists	Work in conjunction with the school to provide therapy plans	Through school
<b>Social Care</b>		
Social Workers Family Support Workers	Work in conjunction with school and families to ensure that the pupils' safety and wellbeing are being effectively catered for. Access to Early Help Hub	HCC
<b>Other</b>		
Emotional Therapy	Weekly sessions for an agreed period of time for individual pupils who are experiencing emotional crisis. These sessions are delivered by a trained member of the school team.	Through school
Arts Therapy	Wellbeing support through whole group or individual sessions based upon long-term aims agreed with teachers and parents. These sessions are delivered by a trained member of the school team.	Through school