



Linden Lodge School

Provider of specialist education since 1903

Title:	SEN Information Report		
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Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Requests for Paper Copies:

If you require this policy in a different format e.g. print or braille please contact Co-Headteachers@lindenlodge.wandsworth.sch.uk

Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The wellbeing strategy aims to support our mission, core values and freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our schools commitment to wellbeing, please see the Mental Health and Wellbeing Policy and Strategy document, or visit our school website.

Introduction

This SEN Report is a new duty on schools under section 69 of The Children and Families Act 2014. It should be used in conjunction with the rest of the school's website.

This information is part of the local offer. Information about other provision is available on THRIVE, the Wandsworth Family Information website (www.thrive.wandsworth.gov.uk) or can be obtained from the Wandsworth Information, Advice and Support Service and the Wandsworth Positive Parent Action forum.

Linden Lodge is an Academy school for children and young persons who are visually impaired, including those who are multi-disabled visually impaired. The school also supports pupils with profound and multiple learning difficulties and deafblindness/multi-sensory impairment.

We are recognised as a Sensory Impairment specialist regional centre for children aged between two and nineteen years.

Admission is made through a referral from the special educational needs panel of pupils' home Local Authority (LA) via the department for Assessment and Review.

We recognise that all pupils will have different learning styles and the Governing Body and staff of Linden Lodge School aim to meet the needs of all pupils attending the school.

The school will have due regard to the Special Educational Needs Code of Practice in carrying out their duties towards all pupils.

Linden Lodge is part of a Multi Academy Trust with Southfields Academy.

Initial Assessment and Induction

Pupils applying to attend Linden Lodge undertake a multi-disciplinary team Initial Assessment programme during which time information is gathered from the pupil, the parent and any accompanying professionals about the strengths and needs of the young person. During this time we invite the prospective pupil and the parents to share their aspirations and priorities for the future with the school.

During the induction period when a new pupil starts at Linden Lodge a baseline assessment is completed. This includes a curriculum assessment, therapeutic assessment, Functional Vision Assessment, any other appropriate assessment, informal information gathering and collaborative planning with parents.

Special Educational Needs-Assessment and Review

All pupils that attend Linden Lodge School have an Education Health and Care Plan (EHCP). A small number of pupils attending school do so initially on an assessment basis prior to application for an EHCP. In this case a statutory assessment process is initiated which involves the LA, school and a range of pertinent professionals working together with the family.

School based assessment is of both an informal (day to day observations and information collation) and formal nature and is an ongoing process to identify where each pupil is within their learning across all curricula offered within the school.

In line with our curriculum development process there is assessment of every pupil at the end of each term within specific subject areas or learning domains. Judgements about progress are made against the core targets that we set for each individual which are then utilised in daily teaching and learning. These targets are set by a multi-disciplinary team and reviewed half termly, termly, 6 monthly or annually as appropriate to each pupil.

Through parent consultation meetings, telephone calls or reports, parents are informed about pupil progress throughout the year. We base our practice on the Family Partnership Model and aim for parents to be as involved as possible in their child's education.

All parents/carers are invited to attend an annual review meeting where the EHCP or Statement of Special Education needs is reviewed by all those concerned with the pupil. Parents/carers of under 5's have six monthly reviews. Parents/carers are given an annual report about progress within a range of identified curriculum areas.

During the Annual Review we ask parents and both internal and external professionals to come together to discuss progress and agree next steps for pupils. Parents are invited to contribute to the Annual Review before the meeting, during the meeting and after the meeting. Pupils are supported to contribute to the review in a personalised way including celebrating their progress and sharing their aspirations. How this takes place is based on the individual strengths and needs of the pupil.

Education Health Care Plans will be reviewed fully at transition points at the end of each Key Stage and at this point long term outcomes will be updated. Between transition reviews the focus will be on reviewing and setting new short term (annual) outcomes.

Annual Reviews are chaired by the Co-Headteachers or the Heads of Department.

Learning and Teaching - Curriculum Access

Our curriculum is planned and developed around the needs of our children. A key principle is the inclusion of a wide range of learners through differentiation and our ethos of personalisation. We have a high ratio of learning support assistants to pupils which allows them to be taught through highly differentiated teaching. Development of the curriculum is on-going and is guided by the needs of learners and their curriculum pathway.

Access to the curriculum takes into account a range of strategies including specific modes of communication, sensory approaches as well as the role of the environment in pupil learning e.g. pupils with a diagnosis of Autism are educated within more structured learning environments designed to be low arousal in nature. All school staff work in

conjunction with a range of therapists in the delivery of their work and therapy programmes are integrated into the curriculum throughout the school day.

The provision of a large number of Qualified Teachers of the Visually Impaired (QTVI), Qualified Teacher of the Multi-Sensory Impaired (QTMSI) and Teachers of the Deaf (ToD) means that we offer a highly specialist curriculum for pupils with a sensory impairment. This includes the provision of a highly specialist compensatory curriculum. Additionally our specialist Habilitation team offer specialist habilitation and mobility support for identified pupils.

Where appropriate, we will secure expertise to support our teaching from appropriate agencies or external professionals such as Educational Psychologists, CAMHS or specialist services such as the RNIB or CENMAC.

Transition

A transition process for 'pre' and 'post' school is in operation. Preschool transition involves liaison with the appropriate service and a series of home and school visits by all parties. A half termly meeting of all agencies is held to consider placements.

Transition between learning groups within school is also planned for and considered carefully to accommodate learning needs.

All pupils have a programme of physical transition around the school site that is devised to meet need as appropriately as possible e.g. sensory cues are provided for children with more profound needs and visual cues for pupils with a diagnosis of autism. When moving around the school site staff support pupils to develop Habilitation and mobility compensatory skills.

Preparation for Adulthood

Pupils within the sixth form work on a specialist curriculum designed to support the development of independence skills, preparation for adulthood including potentially college, supported or independent living.

From year 9 pupils have EHCP outcomes linked to preparation for adulthood and independence skills is a priority focus for the curriculum.

The school has a Transitions Co-ordinator who is available to support parents and pupils when identifying and choosing appropriate destinations for young people beyond Linden Lodge. We hold an annual transitions fair which all parents are able to attend. In addition, teachers in the sixth form are able to visit colleges or potential destinations with pupils and families and offer support with application forms.

Pupil Voice

At Linden Lodge we highly value the importance of pupil voice and seek to ensure that our planning centres on the needs of the individual. Pupils elect a Student Council representative and regular departmental student council meetings are held. Pupils elect a Head Boy and a Head Girl and sixth form pupils can become prefects.

Prior to reviews teachers take time to support pupils to contribute their views and aspirations and where possible pupils are included in their Annual Review meeting.

Additionally wherever possible pupils are encouraged and supported to make choices, for example in choosing lunch time clubs or activities. Choice making and communication of choices, wants and needs is included in the curriculum across the school.

In the sixth form, pupils are prepared for choice making and decision making about their future through choosing activities for the Duke of Edinburgh's Award or other accreditation modules, choosing subjects to pursue further accreditation in and by choosing where and what they wish to do for work experience.

Throughout the school pupils have access to support from the Creative and Therapeutic Arts team and this could include access to Music or Movement therapy. Where pupils require additional social, emotional or mental health support the school seeks provision from external providers if required. PSHCE is taught where appropriate and additionally Relationships and Sex Education is provided, adapted to meet the needs of the pupils.

An annual anti-bullying week is celebrated, called "Friendship Week" and e-Safety is included in the curriculum. Weekly assemblies support the development of SMSCE and British Values are taught. Additionally we have a termly cultural weeks and regular charity events and special celebrations.

If pupils have concerns they are encouraged to share these with their class teacher, Head of Department or the Head teacher. Additionally in Residential an independent visitor regularly attends and pupils are signposted to them to raise concerns if they have them.

Inclusion

The inclusion of all pupils underpins our curriculum development. Children are taught in groups according to their learning needs in order that we provide delivery of learning at a pace and in a manner which is tailored to each individual child. Children with specific needs are grouped together where appropriate, such as in the Harris Centre (for secondary PMLD students) or the Alba Centre, a distinct provision for students who are deafblind/MSI. There is also provision for academically able pupils with a Visual Impairment in the Minerva Centre, a base for personalised learning with inclusion links.

Links exist between Linden Lodge and our MAT partner school, Southfields Academy, which enable pupils to access a mainstream environment where appropriate and to work towards a personalised accreditation pathway.

The Positive Behaviour Policy sets clear guidelines for providing support to pupils who experience behavioural challenges. A positive behaviour support plan will be drawn up for children where relevant and shared with home.

Specialist facilities to support learning

As a specialist school, our whole environment is designed around the needs of our pupils. Some of the facilities include:

- A highly specialist visual assessment suite

- An adapted learning environment designed to support pupils with a visual or sensory impairment
- Specialist sound proofed audiology rooms and assessment equipment
- A hydro therapy pool with controllable light and sound effects and a large swimming pool complete with hoists, underwater speakers and accessible entry and exit
- Multiple sensory rooms across the school
- Resonance Tails – a specialist piece of musical sensory ICT equipment
- Sunken trampolines for Rebound therapy
- A fitness suite
- Multiple soft play areas
- A library with many adapted resources and facilities to adapt teaching and learning resources for pupils including Braille, Minolta, Objects of Reference, Picture Communication Symbols and more
- Specialist music room with a wealth of equipment and facilities for all learners
- Music practice rooms and space for peripatetic music teaching
- A specialist adapted food technology room and equipment
- Fully equipped playground areas including wheelchair accessible swings and roundabout
- A residential department providing weekly boarding
- Clearvision specialist VI library is based within the school grounds

A Learning School

All members of our school community are considered to be learners.

The training needs of staff are identified through the priorities within the school improvement plan and performance management and professional development interviews. Staff training within school includes: Child Protection, Safeguarding, Moving and Handling, Medication and First Aid, Behaviour Management, NVQ's. Therapists provide training for staff to enable them to deliver therapy programmes and support pupils to use equipment throughout the school day.

The focus and goal of all training is the improvement of pupil learning and the raising of achievement. We are also committed to improving the social and emotional welfare of the children. Pupils use the wider local community to further develop their skills outside of the school environment.

We hold celebration assemblies and present awards where individual pupil achievements are recognised.

Parents/carers as partners in learning

We understand that the most effective learning for pupils takes place when the school is able to work in partnership with parents/carers.

Linden Lodge has a range of strategies to foster our relationship with parents and carers such as the Family Partnership Model:

- An 'open door' policy

- Open evenings
- Termly parent consultations
- Home school agreements
- Home school note books
- Newsletters
- Celebrations
- Community at Linden Lodge – C@LL (Parent Teacher Association)
- Family Fun Day and other events throughout the year
- Parent/carer workshops
- Annual Review meetings
- Annual transitions event
- Parental input into individual targets
- Shared information about the class curriculum
- The creation of a welcoming and supportive environment

Allocation of resources

The Governing Body decides upon the allocation of funding for each financial year.

Spending priorities are identified through the school improvement plan for each year.

The school has a package for therapy services which has been agreed with the Clinical Commissioning Group (CCG). Therapists are employed directly by the school and the allocation of service to pupils is defined on each child's EHCP.

Pupil Premium spending is agreed by the Co-Headteachers, Senior Leadership Team and the Governing body. This is used in accordance with the school improvement plan for the year and the needs of the pupils on the Pupil Premium register.

The effectiveness of the provision and allocation of resources is regularly reviewed and annually the school completes a Self Evaluation Form (SEF) and writes a School Improvement Plan (SIP). A cycle of monitoring of teaching and learning runs throughout the year to monitor the impact and effectiveness of our provision for pupils. This is further supported by regular progress meetings and analysis to ensure pupils are making good progress and receiving what they need.

Links with other agencies

The school works in liaison with a number of other agencies in support of pupil learning and development, particularly as many of our pupils have complex medical conditions (including epilepsy, adrenal crisis, hydrocephalus and tumours).

These other agencies include:

- Therapy Services – Speech and Language, Occupational and Physiotherapy
- Pre-school services – Portage
- The Early Years and Child Care Development Services
- The Wandsworth Hearing Support Service

- The Wandsworth Visual Support Service
- Educational Psychology
- School Nursing Service
- Various training agencies/consultants
- Transitional teams
- Virtual Schools for LAC pupils
- Social Services including the Children with Disabilities Social Work Team
- Community Nursing