

LANSDOWNE TURNEY FEDERATION

Lansdowne School

SEND Information for Parents/Carers



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Our Provision

Developing the whole child and young person is important to us. Our ethos is to provide a secure, caring and supportive environment in which there is an expectation of high pupil achievement and raised attainment. This is reflected in all we do and throughout our website.

Lansdowne is a school for young people aged 11-19 years, with special educational needs (SEN). The school is the Local Authority's (LA) designated secondary school for children and young people with an Autistic Spectrum Condition (ASC) and learning difficulties.

The children and young people are taught in the following key stages:

KS3	11-14years
KS4	14-16 years.
KS5	16-19 years

All our students follow the National Curriculum across the Key Stage 3 and 4, as well as following PSHCE and life skills courses. In Year 10 they work towards recognised Accreditation and start a college link programme which is currently Roots and Shoots and New Start training.

Class sizes are between 8 and 10 students depending on individual need, with a teacher and a teaching assistant.

The school applies a holistic approach to learning, and works closely with speech therapists, the occupational therapist and educational psychologist, as well as a range of therapists (art therapy, play therapy and drama therapy) to enable all pupils to access the curriculum. We also liaise with outside agencies such as CAHMS.

We use the following strategies to make sure the students are comfortable in school:

TEACCH

TEACCH is a structured approach to learning, with separate, defined areas for each task, such as individual work, group activities, and play. It relies heavily on visual learning, a strength for many young people with autism. The young people use schedules made up of pictures and/or words to order their day and to help them move smoothly between activities.

Social Stories

The goal of a Social Story is to share accurate social information in a patient and reassuring manner that is easily understood by its audience. Half of all Social Stories developed should affirm something that an individual does well.

Zones of Regulation

The Zones of Regulation is a framework using a framework and curriculum using four color-coded zones (Blue, Green, Yellow, Red) to help children and adults understand and manage

their emotions, energy, and alertness levels, teaching self-regulation skills for better focus, problem-solving, and social interaction, empowering individuals with strategies to move between zones to meet situational demands.

Positive Play

Positive Play - providing positive playground experiences. Positiveplaygrounds can provide:

- a bright, safe and stimulating environment
- positive playing areas that help improve the health of children and encourage cognitive development
- help develop skills of social interaction at all levels
- help reduce the incidence of bullying and provide a safe "quiet" area

Our Approach

Our approach is two- fold through providing the necessary support young people with autism need to learn in school and to make the curriculum accessible.

All students people follow the National Curriculum, which is broken down into small learning steps and follow a personalized learning programme. This means that all areas of the curriculum are broken down into several smaller learning steps, so the children and young people are able to access the curriculum and work in a more structured and meaningful way.

Communication and literacy are important to us. Students read for fifty minutes every day. Pupils follow the *Little Wandle* phonics programme, or read to extend understanding and fluency. There is a specialist support for pupils with dyslexia.

Learning is 'hands on', practical and involves trips and outside visits so pupils can begin to build knowledge in a tangible way and are linked to all curriculum areas.

Pupils are taught the following subjects:

English, mathematics, science, humanities, RE, computing, PE, art, textiles, food technology and reading (phonics and reading for understanding and developing fluency)

Personal, Social, Health, Citizenship (PSHCE) and life skills are a fundamental part of the curriculum. The school aims for our young people to leave school and move on to post 19 provision and into the community as independent and confident adults.

Pupils study careers from Year 7 and from Year 10 begin work experience. Our careers programme from Year 11-13 is aligned to the *Gatsby Benchmarks* and all young people are offered specialist careers advice. There is a careers fair each year and pupils in Year 13 complete a carousel of 'taster courses' at Lambeth College.

All pupils successfully access Post 19 courses at Further Education Colleges.

Curriculum pathways and our curriculum are published on our web-site. The teaching and learning policies are published and updated on the school web site, along with all other school policies.

Personal, Social, Health, Citizenship (PSHCE) and life skills are a fundamental part of the curriculum. The school aims for our young people to leave school and move on to post 19 provision and into the community as independent and confident adults. Pupils also attend Forest School and participate in the Duke of Edinburgh Award Scheme. The school operates and manages a pop-up Enterprise Café once a month, allowing pupils to develop hospitality employability skills.

Pupil progress for every young person is measured individually. Teachers use formative assessment to observe the progress pupils are making in class and through pupils' books and folders. Teachers then take these observations and use them to inform the (overall) formative assessment three times a year. In this way we can accurately pin point any difficulties and set plans to support the young people to improve.

Learning targets are set at the beginning of each year for all pupils. These targets are measured, reviewed and discussed with parent /carers in Annual Review Meetings throughout the year. This information also allows us to review and update Education, Health and Care Plan outcomes.

All children and young people are encouraged to join our after-school clubs. These include football, drama, dodgeball, art, computing and table tennis clubs.

Breakfast club is available each morning and a healthy snack is provided at break times.

People who work with us

Teaching and learning are supported by the additional adults who work alongside the teachers and teaching assistants to meet the needs of the pupils. The people who work with us are the speech therapists, occupational therapist and art therapist. Our approach is for the therapists to be part of the teaching and learning environment by supporting and training the teachers and teaching assistants to use the individual strategies which enable our students to learn. There is an additional Teaching Assistant to support young people who have dyslexia. Pupils are also well supported through CENMAC, the Visual and Hearing-Impaired service. In this way we are able to meet the sensory and communication needs of our young people.

Staff Qualifications and training

The Executive Headteacher has a masters level qualification PGCSE in Autism and a masters in (Social Emotional Mental Health) SEMH.

The Executive Headteacher is PECs, TEACCH and SCERTs trained.

The Deputy Headteacher is a qualified SENCO.

In addition, all staff follow a rolling programme of training in the following:

- Team Teach
- TEACCH
- Zones of Regulation
- Strategies to support pupil communication
- Strategies to support pupils' sensory needs.
- Understanding autism through our highly specialized Educational Psychologist.

In addition, staff are regularly trained to level 1 first aid, with specific named staff are trained to a higher level.