

Local Offer

SEND INFORMATION REPORT

September 2018

What does your school offer children with Special Educational Needs and/or a learning disability?

Lincoln St Christopher's and St Francis School work closely together as Federated Special Schools. Each school has pupils from the age of 3-19yrs across 2 school sites with an additional resource equipped for independent living.

At the centre of both Schools ethos, is to provide wide ranging care and support to the pupils and their families in a holistic, multi-disciplinary manner to ensure the best outcome for all.

St Christopher's meets the needs of pupils with moderate or severe learning difficulties, sensory and autistic spectrum disorders. The pupils are predominately from the Lincoln and surrounding areas. Admission occurs at all ages, though higher numbers are during the transition phases.

St Francis welcomes young people with a wide range of physical difficulties, including those associated with sensory or cognitive difficulties and also with life limiting conditions. They provide therapy, medical support and independence training for young people with physical disabilities.

Each young person has an individual plan for their education, medical and care needs. We work very closely with families and a wide range of professionals to ensure the best outcomes for all. We have an open door policy and are always available to talk, meet or review any programmes or strategies for the young people to ensure they are happy, well cared for, enjoy school life and achieve.

What specialist expertise / facilities does your school have?

St Christopher's and St Francis School are designed primarily to meet the needs of young people with either ASD or a physical/medical disability. All the changes and developments to the building and its facilities have always been with this in mind. Both Schools are well equipped throughout with a wide range of technological resources to ensure inclusive access for communication. This could be through the use of specialised keyboards, specialised computer software, Ipads or eye gaze technology. Communication may also be through Makaton signing, the use of PODD books, PECS and symbols. Staff receive extensive training for this and liaise closely with the SALT team, Occupational therapists and physiotherapists to ensure individualised plans are appropriate and functional.

St Francis School has physiotherapists, occupational therapists and Paediatric nurses based within School. This provides the physical and medical support many of the pupils require. With the multi-disciplinary team based at St Francis it also allows parents and carers to attend appointments with their child within the department.

St Francis has a hydrotherapy pool and St Christopher's has access to one at The Hub. These provide pupils with water at temperatures to carry out physiotherapy exercises and

for those with physical difficulties to generally increase muscle strength and endurance. It also enables students with sensory processing difficulties to gain important water skills in a less challenging environment.

Both Schools have access to outdoor facilities, including large grounds and gardens including raised beds and a Polytunnel for horticulture.

There is specialist play equipment in the playgrounds for the EYFS pupils to encourage play and transition from the outdoor space to the indoor.

There is both indoor and outdoor sport provision at St Christopher's, with students involved in football matches.

St. Francis has a Multi Interactive Learning Environment (MILE room) which combines a range of stimuli to help pupils develop and engage their senses, and offers opportunities to independently explore and interact.

Both Schools use trampolines for rebound therapy to improve tolerance, stamina, balance and muscle tone. Both schools also have buses to enable all pupils to enjoy activities, trips and events in the local area and beyond.

How will the school allocate the specialist expertise and personalised support for my child?

Each young person is viewed as an individual with specific needs. Pupils are baselined on admission to ensure they are placed in the right class to best match them as an individual to ensure high quality learning.

Once the EHCP is issued, a Care Plan meeting is held for every young person before they join us, so we can gain information on how best to meet their needs. This includes all areas of their daily living, to which members of the multi-disciplinary team may be involved in their care. It also enables staff to gauge whether referral for an assessment is required or to sign post parents/carers to areas for support. The meeting is attended by parents, class staff and other professionals as indicated. The care plan is shared with everyone involved with the young person. Classroom staff undertake specialist training to ensure they are appropriately skilled to work with and support each young person.

Who provides the provision and support for my child in school?

Individual class teachers, teaching assistants and members of the multi-disciplinary team will support you and your child with planning for individual programmes or interventions as indicated through the EHCP and/or as situations arise. The starting point will be the wishes and views of the child or young person, their family and any professionals involved. The plans will be regularly reviewed either through specified meetings, our open door policy, annual review or transition meetings or through formal consultation meetings. This ensures that the provision on offer fully meets each individual need of the young person involved.

Outreach support team may be involved in the review process to support those involved in the care of the individual, especially if on a dual placement within a mainstream setting.

What additional training and experience do your staff have to meet my child's needs?

Our key strength lies in our holistic, multi-disciplinary approach. Education staff, including teachers and teaching assistants work closely with colleagues from a wide range of

disciplines including physiotherapists, occupational therapists, CAHMs, Educational Psychologists, Speech and language therapists and specialised nurses. This highly skilled and dedicated team, supported by state-of-the-art equipment to aid students with their communication and education, provide the young people with the bespoke care and unique educational package that will help them learn and develop in the way that suits them best. Therapy is integrated into our students' education and care programmes. This provides a continuation in the care students experience through close working and liaison with parents/carers.

To enable staff to continue high quality care, regular training takes place throughout the school year. This provides initial information whereby staff undergo refresher training as indicated and is linked to the students in their care. Training that takes place include medical (first aid, safer administration of meds, gastrostomy care, administration of seizure medication etc), moving and handling, behaviour management, autism awareness, Makaton, child protection and regular curriculum study updates.

Within the federation there are staff who are highly skilled in a number of specific areas, this includes, supporting those students with complex autism, portage and eye gaze technology. There is also outreach provision for students in or on shared placements within a mainstream setting, to support their engagement within lessons using adaptive technology, to support staff training to ensure safe moving and handling and physical, postural management.

Through the staffing structures in the classroom/phases, pupils are encouraged, to talk/communicate with staff if they have any concerns. Broader issues are addressed in PSD (Personal Social Development) lessons, through the School Council and in assemblies. The pupils are supported to take responsibility of their Person Centred Plan, enabling them to focus on what is going well and what would they would like to change if they could. These questions are also asked throughout school in reviews. Where necessary, additional support is sought from around school or where needed from other agencies / professionals e.g. Social Care, Educational Psychologist, consultants etc.

Attendance is regularly reviewed and issues / concerns discussed with parents and the young person, timetables or classes may even be changed on occasion to support an identified problem.

What support will there be to ensure my child's emotional health and wellbeing?

Bullying is not tolerated in any form at our schools and should concerns be raised the issues are dealt with sensitively and as part of a 'team' approach.

Staff are aware and sensitive to the emotional stress of having a medical diagnosis can have on the individual's physical and mental wellbeing and the impact it may have on the family as a whole. It is because of this, there is close working with the multidisciplinary team both within school and with therapists such as educational psychologist, CAMHS, social services, school nurses and healthy minds.

There are staff who are trained and experienced in providing behavioural support and assistance. The use of *circles of support* provide class staff with the opportunity to discuss possible strategies to use both in school and at home. There are also blocks of parent sessions held in school on an annual basis to support families.

Where support is indicated, meetings are held with the parent/carers to identify the input required and which agency to best supports the child and their family. The aim is for a home, school plan so that there is a holistic approach to the situation.

Attendance is monitored regularly, with phone contact made to home on the first day of absence. Any increase in absence is acted on immediately to prevent reoccurrence and to provide support where indicated.

Who provides the provision and support for my child in school?

Each young person is supported by a team of staff in school. Each pupil is allocated to a class with a class teacher or form tutor and a team of Teaching Assistants. The class sizes are between 6 and 16 pupils dependent upon needs and the area of school. Each teacher/tutor plans for the lessons, sets the educational targets for the pupils they work with and monitors them over the course of the school year. Data is entered onto the school systems each term and monitored by a senior member of staff and Governors. Intervention plans are established where there is cause for concern. Lessons are delivered in a variety of ways dependent upon the needs / ages of the pupils. Parts of lessons are delivered to the whole class, other sessions are to small groups and each pupil receives some 1 to 1 support dependent upon need. Parents should in the first instance contact the class teacher with any concerns or any discussions about the curriculum, timetables or targets, but Senior Leaders or the Head Teacher are available in the rare situation where concerns are not addressed. Reviews are held throughout the year, parents' evenings take place in the autumn / spring terms and written reports are provided annually.

Who will be involved in delivering, monitoring and reviewing my educational, health and care plan?

Either a member of the senior management team or your child's class teacher / form tutor will be responsible for delivering and monitoring the EHCP (Education, Health and Care Plan) alongside health and social care professionals. We hope parents and young people will work closely with us to ensure they are fit for purpose, kept up to date and meet the young person's needs for the present time, during transitions and to prepare your child for adulthood. Through a process of Person Centred Planning we aim to have an open and honest dialogue together through each review. Monitoring and evaluation will not just take place at a review but will be ongoing as the Young Person's needs change and develop. The young person and the family are at the centre of these plans / targets and through our close relationships we will strive to provide what is needed for the best outcomes as they proceed through their life within School.

How will my child be involved in the process and be able to contribute their views?

The pupils are always at the centre of everything we do within School. We are determined to provide them with the best outcomes for their future lives, to provide them with the functional skills they require to enable them to live as independently as possible in the future. To develop good communication skills and to be able to make decisions and choices, no matter how small, for and about themselves. Above all we aim for them to be well cared for and to feel safe, happy and listened to while they are at school. The pupils have their own voice through a range of means. It can be within lessons, in Person Centred Planning sessions, through questionnaires, at reviews, during informal

discussions with staff and friends, in CIN and TAC meetings and through the School Council. For young people with more complex communication needs, they are encouraged at all times to use communication aids alongside total communication to express their ideas and feelings, these skills are developed throughout the school day in class and worked on with the Speech and Language team. It may be necessary with some of our most complex students for both home and school and other professionals to act as their advocates as these are the people with the best knowledge of their likes and dislikes and what helps them to achieve and enjoy.

How will the curriculum be matched to my child's needs?

The curriculum across school is varied and differentiated throughout to meet individual needs and levels of ability.

At St.Francis the aim in Lower School is to plan and provide activities and experiences that help children to make progress in their development and learn in a stimulating, fun, positive and supportive environment. Engagement, motivation, communication and thinking skills are at the heart of our curriculum in Lower School and children are provided with opportunities for play and exploration and are encouraged to be active in their learning. Each class focuses on a different theme each term appropriate to the age and cognitive level of the pupils. Our practical and creative curriculum includes opportunities across four areas; communication, cognitive, physical & sensory and social & emotional. For EYFS pupils the Early Years Foundation Framework is also referred to. The students are taught predominantly in their own classroom although they also have music sessions in the drama studio, cookery lessons in the DT room, PE/Dance sessions in the Primary Hall and access sensory equipment in the MILE room. Rebound therapy and swimming sessions are also offered. Individualised targets are reviewed and set termly in conjunction with input from parents and other professionals. Pupils are assessed using MAPP strategies to ensure even the smallest steps of progress can be measured and celebrated. Whenever it is appropriate arrangements are negotiated so that pupils may have the opportunity for a dual placement; having some days at St.Francis and some days within a mainstream setting.

At St Christopher's, the school is divided into three phases. This has enabled us to give particular focus to the needs of the young people in those areas.

Lower School

Our aim is to plan and provide activities and experiences that help children to make progress in their development and learn in a stimulating, fun, positive and supportive environment. We currently deliver a topic based curriculum based on the Early Years Foundation Stage framework and tailor it to the needs of our children. Engagement, motivation and thinking skills are at the heart of our curriculum in lower school and children are provided with opportunities for play and exploration, being active in their learning along with tasks which will develop creative and critical thinking. The EYFS framework now incorporates Prime and Specific areas.

The Prime Areas are: Personal, Social and Emotional Development, Communication and Language and Physical Development.

The Specific areas include essential skills and knowledge for children to participate successfully in society and these include:

Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

We also have a particular focus on communication, access to the curriculum and mobility, and continue to work towards the children becoming as independent as possible. We aim to deliver a broad and balanced curriculum through a termly topic that is matched to the children's individual abilities. They are assessed using the "Development Matters in the EYFS" which is linked to the ages and stages and characteristics of effective learning. Staff also use MAPP (Mapping and assessing personal progress) for independence, communication and behaviour. This is linked with the STEPS programme, which focuses on what the child needs are at that time, which is classed as a "priority focus of need."

Middle School – St Christopher's

The focus is on the students enjoying and achieving both academically and socially. Within Middle School, students follow the national curriculum which is differentiated to meet their individual needs and includes swimming, cooking, art, PE and PSD. To support topics taught in school and to build on independence and social skills, we take every opportunity to organise school trips.

At special times during the year, students are involved in "Enterprise" projects which enables them to look at ways of raising money to fund projects within school or to raise money for charities. It is also a time to focus on careers, providing guidance to ensure that students are able to progress to colleges and/or employment.

Middle School – St Francis School

Within Middle School we strive for each individual student to have their own voice and communication skills to enable them to access their curriculum to their full potential. Throughout Middle School we have a three year rolling programme of learning questions. The learning questions are themed around the foundation subjects of the National Curriculum and form the basis of planning and learning for the term.

There are two learning pathways available in Middle School, St Francis Stages and MAPP. The St Francis Stages route was designed to replace the National Curriculum attainment levels and developed to allow the smaller amounts of progress to be measured and celebrated. The St Francis Stages timetable covers a broad range of subjects and topics that develop students thinking and learning skills. Students are challenged to build on the core skill development to make the best academic progress and achievement they can.

The MAPP assessment pathway provides a curriculum for our more complex students working at levels below the National Curriculum. These students will have personalised and functional learning intentions set, covering the four areas of the MAPP curriculum. These four areas are: Communication, Cognitive, Physical and Sensory and Social and Emotional. The learning intentions are discussed and agreed with both parents and an Assistant Head Teacher, where appropriate other professionals will contribute.

AAC (Alternative and Augmentative Communication) is fully supported by the pathways on offer and it is fully immersed into daily life at St Francis School. Students engage in a variety of activities designed to extend and practice their skills. It is important that we provide opportunities for spontaneous communication in real situations not only with known partners in familiar surroundings but also with previously unknown people in both familiar and unfamiliar situations and surroundings. A City & Guilds accreditation is available for those students who are competent AAC users.

Within Middle School, we always ensure that there is a drive towards a student's independence. Where appropriate, students contribute towards setting their own personal/independence targets and are encouraged to take ownership of these. Students are encouraged to use their own voice to express their own wants and needs and functional activities with a focus on independence skills are integrated into lesson activities.

During the spring term, the Year 11 students are provided with the opportunity of a transitional phase into the Post 16 provision. This phase is offered to the students in order to provide them with an insight into the vocational options in Post 16. The students can then go on to make informed choices towards their options.

Upper School – Post 16 St Christopher's

“Developing independence, promoting self – awareness and self-advocacy”

In KS4, students follow accredited courses at entry level in the core subjects, unit awards scheme to include employability, creative arts and personal social development. They continue to have a session of PE which may include swimming. To build on independence and social skills, use of public transport and independent travel training is undertaken. To prepare for their transition at Yr. 11 visits to college providers take place. These are within the Lincoln area and local to their place of residence.

Post 16 comprises students between the ages of 16 and 19 years who for a variety of reasons have chosen to remain at school before moving on to further education.

Individual needs have always been diverse and the curriculum aims to take into account the wide range of abilities. Study Programmes underpin the curriculum, with courses offered through external examination boards and a range of levels achieved. In addition to the core curriculum of Functional Skills and PSD the students follow a range of options, from Bush craft skills, Cooking for Life, Horticulture, Workshop, Performing Arts, Animal Care, Hair & Beauty, careers, Independent Living and ICT.

A great emphasis is placed on personal and social education and developing skills associated with independence and self-advocacy, externally accredited courses are taken where appropriate. There is also a focus on ensuring they understand how to stay safe during their they transition to adulthood. This

Students are given the opportunity to take part in Work Experience within School in the café of Enterprise House, kitchen and within ICT provision

We consider the use of educational visits, education in the community, educational opportunities at other establishments an essential element of our students overall educational entitlement. They enable our students to learn, develop, practise and generalise their learning in realistic settings and other environments.

In all areas of school there is a focus on ensuring they understand how to stay safe during their transition from childhood to adulthood. This includes areas of their personal wellbeing, such as relationships, personal care and hygiene, safeguarding in relation to their personal safety, physical changes and sexual relationships. It is also about their position in a society that is diverse and challenging and preparing them for the pressures it may bring.

Upper School/ Post 16 St Francis

Within Post 16/Upper School at St Francis School there are five students enter Post 16 either from within St Francis School or from other educational providers. The focus is to ensure all students are supported in becoming as independent and self-reliant as possible in preparation for moving on to adulthood and the challenges it poses on leaving St Francis School. The curriculum involves, Tutor time, Functional Skills, Personal and Social Development, Work Experience where appropriate and Vocational Work-based learning opportunities for skills to be developed. Post 16 through its curriculum has the ability to offer a diverse and engaging Study programme that meets the needs of all individuals before they progress onto the next stage of their personal intended destination whether this be Post 19 education or onto social care. These different options allow our students to experience a variety of vocational experiences that gives them a sense of what they would like to do to support them on their path towards their destination, underpinned by the acquisition of essential life skills. Educational visits and guest speakers play an integral part to the ethos and philosophy. External accreditation is gained from various examination boards ranging from St Francis Stages to Level 2 to support individual needs.

Students take ownership of their own learning and progress and with support, know how to improve their work. The 14 -19 curriculum encompasses a wide range of vocational opportunities including the Workshop, Horticulture and Small Animal Care. Careers and Work Experience are a main focus throughout Upper School. There is a strong emphasis on developing life skills and a drive towards independence and adulthood throughout school.

The 14-19 curriculum across middle and upper school enables students to develop and acquire skills relevant to the transition into the next phase of their adult lives. A wide range of partnerships and vocational opportunities enable school to develop exceptionally well focused plans and significant opportunities for pupils and ensure full entitlement for all. Students have ownership of their life pathways and a vision for the future, overcoming all barriers in their determination to succeed. The vocational curriculum provides destination focussed opportunities for work based learning, independence skills through an extended 24 hour curriculum, person centred planning/reviews, training and work based learning opportunities, independent mobility and travel training, individual learning intentions for students with PMLD.

Students demonstrate, by their active involvement in lessons and other activities, a strongly developing self confidence that empowers them to take the initiative and also to work constructively and collaboratively with others. They learn well how to deal with change and to be creative in their thinking, bold enough to take well-judged risks, and rational in their decision making.

The school grounds and the use of the local and wider environment and community partnerships enhance the curriculum for all students.

The provision of the drama/music studio, MILE room, enrichment activities through theatre companies, visitors to school, residential trips, educational trips, wheelchair

training all provide positive, memorable and rich opportunities for high quality learning that has a positive impact on all students.

What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

There will be a variety of opportunities for informing parents/carers of their child's progress. At the care plan meeting on admission to school your child's full needs will be discussed. This provides us with the information to know the best area and class of school for your child to be in.

At this time, explanation of the home school diary which enables parents/carers and staff to liaise, on a daily basis on any news, will be given. Parents are encouraged to keep in touch and raise any concerns, celebrate the successes of their child/young person. We value open, honest discussions at any time either by writing, phone or face to face meetings to ensure any issues are dealt with promptly and with least disruption and concern to you as a family.

Progression is also shared formally at parents evenings, annual and transition reviews. Hard copies of levels achieved, progress made and targets, are provided at this time and with end of academic year reports.

Progress is tracked, monitored, recorded and discussed at the end of each term following moderation exercises within numeracy and literacy lessons and shared with the Governing body.

How will my child be included in activities outside the classroom including school trips?

The school undertakes a variety of educational visits, from local shopping, theatre trips, to ones further afield such as Space centre in Leicester and the houses of parliament, even the opportunity for some to sail with the Jubilee Sailing trust on the TallShips experience. Each trip ensures advancement of educational, independence and developing life skills.

Trips are fully risk assessed and compliant with local authority guidelines especially where identified areas of risk are identified such as those identified with water activities or residential trips. Parental consent is always obtained and where parents/carers do not wish their child to take part, an appropriate activity at School is organised.

Students are not excluded from any trip the emphasis is always on being fully inclusive.

School premises are used by STRUT after school club and Action for Children.

For students who access the residential provision at St Francis School, after School clubs are provided for boarders which they can choose to attend.

What arrangements do the Governing body or Headteachers of the School have when dealing with complaints from parents or pupils with special educational needs concerning the provision made at School?

If you have a concern about the provision at school then we encourage you to first make contact with a member of the school staff or the Headteacher to meet and discuss your areas of concern. If you feel your concerns have not been resolved you should then formally write indicating all areas you wish to be addressed. The Headteacher then has to respond within 14 days explaining what provision will be put in place. If you still feel aggrieved then you should send a letter to the Chair of Governors. The Governing body

will then arrange for the complaint to be fully investigated in line with the schools complaints procedure.

How accessible is the school environment and the school curriculum?

Both school sites are fully wheelchair accessible as they are on one level. The corridors at St Francis are wide with a large number of classrooms having been fitted with ceiling hoists for transfer of students from chair to specialised equipment or floor mats. The schools are well equipped with a vast array of ICT equipment with many adaptations for all types of need e.g. touch screens, iPads, eye gaze systems, switches.

The curriculum takes into account how the child learns incorporating sensory, auditory and tactile needs, with support from a sensory integration menu for those who require it.

Parents of children whose first language is not English have reports translated and interpreters invited to all meetings and reviews where necessary.

How will the school prepare and support my child to join the school?

All young people and their families are encouraged to visit school before they decide on the placement. Parents and the young person where appropriate are shown around school by the Head Teacher and this is a time to get to know each other and to share the ethos of the school. Once the EHCP is confirmed along with the placement, we always hold a Care Plan meeting to gain all the day to day information, likes / dislikes, needs, medical needs, to formulate a class care plan before the young person joins us. It is expected the parents will attend that meeting along with the Head Teacher/Senior Leader, paediatric nurse (if at St Francis) and the class teacher and or teaching assistant. Parents are reminded of the importance of working together and the various ways of keeping contact. At that point parents have a number of forms to complete with contact details and signed approval for photographs and activities, medication forms, information about school meals and uniform. Various transition opportunities can be arranged at any point depending on the young person's age and needs. The care plan meeting is also a time to confirm days / times of attendance especially if the child is very young or is to have a shared placement with a mainstream school or nursery.

How will the school prepare and support my child to transfer to a new setting/school/college?

Each step of the way, transition and change will be carefully managed allowing parents and pupils to build up information and skills that will allow them to pass onto the next stage of whatever path the young person may be on. At parents evenings external education providers are invited to attend, to provide information for future transitions at Yr11 and Yr14. At the annual review, future plans are discussed with important views sought from both parent/carer and the young person using the person centred plan.

To support students in the process, visits to external providers are organised from Yr 9 onwards as indicated.

It is imperative that future planning starts early, so that transition to adulthood takes place smoothly, with focused support provided by School. During the annual review process, either a member of the SEND team from the local authority or social care will be present to support for the transition to either a new setting or into day care provision as indicated by the needs of the young person and parents/carers.

Information on transition from Yr. 11 to P16 and 19-25yrs is available on the schools website and updated as new information is released.

How can I be involved in supporting my child?

We believe parents are the key to our young people's development and progress. No one knows the young people better than their parents/carers. As a result we welcome your involvement in meetings, following up work and projects at home, reading with your son / daughter, taking responsibility for their therapy programmes and specialist equipment needs, keeping us informed of any changes in the young person's life, medication etc. We also welcome you to school events, training workshops, health appointments and performances to share in your son / daughter's achievements. By working in partnership together we believe is the best way for all our young people. We enjoy and value working with parents and we aim for all parents to feel the same way about working with us. If not please contact us and let us know how and what could be improved upon.

How can I access support for myself and my family?

The SENCO based at St Francis Special School is Carla Nicholson and Helen Reed is currently undertaking the SENCO course qualification for St Christopher's.

Parents are encouraged to use the website address below to start to explore what may be available to them. We are also very happy to answer any questions you may have or be able to signpost some of the options you may have.

Contact us on – St Christopher's School 01522-528378
St Francis School-01522-526498

**School website – www.lincolnstchristophers.com
www.st-francis.lincs.sch.uk**

Further support can be provided by the outreach services, community paediatric nursing team and school nurses who are based at St Francis School. There is also a school nurse who is contactable through St Christopher's School.

Who can I contact for further information?

Ann Hoffmann – Acting Executive Head Teacher – St Francis and St Christopher's
Kyna Adkins - Acting Head Teacher – St Christopher's