

Local Offer Questions For Schools And Other Education Settings

Name and contact details of person submitting this offer:

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From the parent carer's point of view:

1. How does school know if young people need extra help and what should I do if I think my child/young person may have special educational needs?

The Lioncare School is a specialist service for young people with behavioural, emotional and social support needs which are rooted in early trauma, such as neglect or abuse, and disrupted attachment. These needs are usually the reason for referral to the school. Each young person has an Eight Week Settling-In Plan that guides their admission, initial assessment and target setting. As many people as possible are included in this- previous school, social workers, adults and carers from the home setting, and professionals such as therapists or our educational psychologist. The report produced at the end of the plan identifies the targets the team at school will work towards for academic, social and personal progress and the specific support the individual young person may need.

2. How will the school support the young person?

The class teacher will oversee and plan the education programme for the young person. Class teachers are responsible for three to six children and plan, monitor and assess progress daily. They are supported by the Head Of Teaching who is the SENCo for the school. They will work together to produce termly Individual Education Plans and plan for any interventions if a young person falls behind. Each class of three to six has a permanent Learning Support Assistant who contributes to all aspects of monitoring.

In additional there is a team of childcare workers and therapeutic childcare workers in school for behavioural and pastoral support. Each young person has a key worker to oversee their social and emotional development. The Head of Teaching liaises with external agencies and parents/carers through regular meetings.

The School Manager scrutinises all provision and carries out regular analysis of progress data. She is supported in this task by a School Partnership Advisor from Brighton and Hove and by Virtual School/Local authority colleagues for each young person.

3. How will the curriculum be matched to my child's/young person's needs?

The Lioncare School runs a highly differentiated project-based curriculum with three tiers of target setting. "Making Progress" targets are set for individual progress in literacy and numeracy and are based on formal assessment points and teacher assessment. Functional and /or academic accreditation pathways are available through both ASDAN and Cambridge IGCSE.

"Participation" targets are set to support how the young person interacts with others in class, in the school community and in the wider world. "Personal Development" targets are set to help young people with self-regulation, confidence and communication. All three tiers are reported on each term.

Whole school projects are set for key stages two and three (and some in key stage four when appropriate) to

cover the broader curriculum and tasks within the projects are matched to individual targets.

4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

Class teachers run a Pupil Progress File for each young person. This includes marked work, formal assessments, daily monitoring of social and emotional functioning, input from other professionals (for example Speech and Language Services, CAMHS); also within the file is the planning for meeting each young person's short, medium and long term targets. This file is scrutinised monthly by the Head of Teaching and is available at all meetings relating to the young person

The Lioncare School issues two full education reports in December and July and a progress report in April. This is in addition to reports produced for Personal Education Planning meetings and upcoming arrangements under the new EHCP system.

Vital to the highly personalised programme at The Lioncare School is Daily Handover. The school will email a report on the day home by 4.30 every day and will ask for a return by 8.30 the next morning updating us on the young person's evening and any significant behaviour and concerns. This means there is ongoing dialogue and a sharing of ideas, strategies, successes and concerns. There are a range of formal and informal opportunities over the year to talk to staff face to face.

The school has run a number of sessions on supporting homework and other issues relating to learning.

5. What support will there be for young person's overall well being?

The Lioncare School works with children whose behaviour can challenge most of the boundaries adults, the organisation and the community set. Fostering a well-ordered environment is central to the containment and security necessary for the development of individual child. Set alongside this is a need to display an understanding of the underlying causes of this behaviour and an ability to show tolerance and a truly developmental attitude to behaviour management.

For this reason sanctions and exclusions are not the key to the behavioural policy. Instead there is a reliance on adults setting flexible yet structured boundaries, well monitored target setting for each child or young person and the involvement of the whole Lioncare Community in rule making and open and honest communication.

Targets are set for well being using Boxall Profiles and Psychological Assessments of Emotional Need. These are integrated into the school's PSHE policy and overseen jointly by the Class Teacher and the Key Adult (for some younger people this may be the same person).

The Lioncare Group works within the Community of Community Standards and The School is seeking accreditation as an Enabling Environment from September 2015. Central to this work are our daily community meetings which allow a forum for adults and young people to work together to contribute their views, air their worries and work together on the teaching and learning task.

6. What specialist services and expertise are available at or accessed by school?

The Lioncare School is supported by a School Partnership Advisor for all aspects of Curriculum and School Improvement. Currently the school retains a consultant Educational Psychologist and has a close working relationship with the Speech and Language Therapy team at Brighton and Hove.

The Lioncare Group accesses professional support from Child and Adolescent Psychotherapists, practitioners from the Royal College of Psychiatrists accredited Community Of Communities network, and consultants in Organisation, System and Group work.

7. What training are the staff supporting children and young people with SEND had or are having?

- All class teachers, The Head of Teaching and The School Manager are experienced SEN teachers with QTS
- The School Manager has extensive experience in training and advising other organisations in SEN/D good practice and the Head of Teaching has up-to-date and ongoing training in the Special Needs Code of Practice
- All school managers have had training on the impact of trauma on learning, cognition and social and

emotional development

- All staff receive regular training in core aspects of school life such as safeguarding, positive physical intervention, first aid, safe environments and so on.
- All staff are expected to pass the Diploma in Therapeutic Childcare and Education at Level 3 early in their career with Lioncare.
- Specific recent training in school has focused on autism/Asperger's awareness and neurodiversity. There has also been a session on effective target setting.

Planned sessions for 2014/15 included Interventions For Numeracy and Working with ADHD and Trauma.

8. How will my child/young person be included in activities outside the classroom including school trips?

At The Lioncare School Risk assessment is seen as a tool for inclusion and the expectation is that all young people will access all whole school trips. Adult ratios, transport arrangements, duration and nature of the activity are all considered flexibly to maximise participation. On occasion, and following discussion with parents and carers, it may be decided that a one-off trip is not suitable for a young person due to individual presenting behaviours but a plan will be made to resolve this for future occasions.

9. How accessible is the school environment?

The school is a two story building with level access and all major amenities available on the ground floor. The school is not full wheel chair accessible and it would not be considered reasonable to do so at present. All maintenance work and interior decoration is completed with regard to good practice over visual perception and great thought is given to the sensory environment as a tool for working with trauma and neurodiverse needs.

Visual timetables, personalised word books and other communication aids and augmentations are used to support understanding where necessary. Some staff use Makaton but this is only utilised at The Lioncare School as an aid to verbal communication.

Although The Lioncare School has not historically had pupils for whom English is an additional language, we recognise that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that all pupils' achievement is linked to an environment in which they feel valued and confident.

The Lioncare School will consider all referrals for children able to thrive and make progress within a therapeutic, group-based learning environment.

10. How will the school support my young person to join, transfer to a new setting / school / college or the next stage of education and life?

Where possible the Eight Week Settling -In Plan includes visits to the school for parents/carers and the young person and visits from school staff to home and the previous educational placement. There is a prospectus for adults/professionals and a Welcome Book for young people. If a young person transfers from the school to another setting before the age of 16 The Lioncare School will engage positively in developing a successful transition plan for the young person.

Young people in key stage 4 (Years 10 and 11) are given an individualised programme of college tasters, flexible engagement placements and work experience to ready them for Post-16 learning.

11. How are the school's resources allocated and matched to young people's special educational needs?

The Lioncare School is an independent school with fees usually met by the placing local authority. Fee levels and the package of support on offer are available and additional requirements can be discussed during the referral process.

12. How is the decision made about what type and how much support my young person will receive?

During both the referral process and the Eight-Week Settling-In Plan everybody involved will plan this together- this includes the school, parents and/or carers , the social worker, other professional and the young person

themselves. This is reviewed regularly.

13. How are parents involved in the setting / school / college? How can I be involved?

Vital to the highly personalised programme at The Lioncare School is Daily Handover. The school will email a report on the day home by 4.30 every day and will ask for a return by 8.30 the next morning updating us on the young person's evening and any significant behaviour and concerns. This means there is ongoing dialogue and a sharing of ideas, strategies, successes and concerns. There are a range of formal and informal opportunities over the year to talk to staff face to face.

The majority of the young people attending The Lioncare School live in one of our therapeutic children's homes. There are regular meetings between the senior staff at the school and those in the homes to ensure that everyone is involved in life at the school. For young people not living in the Lioncare Community appropriate levels of involvement will be planned on referral. The school hosts a number of events such as Sports' Day and Open Day each year that all parents/carers and professional colleagues are invited to.

14. Who can I contact for further information?

For information about the school please contact

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For information about referrals and fees please contact

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Information on Therapeutic Living and Learning with The Lioncare Group is available at <http://www.lioncare.co.uk/>

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

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Feedback

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer or make suggestions to improve the information, please email schoolmanager@lioncare.co.uk

Find out more about support for children and young people with special needs and disabilities:

www.eastsussex.gov.uk/localoffer