



Champion EDUCATION TRUST

SEND INFORMATION REPORT

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A family of Schools

SEND INFORMATION REPORT

INFORMATION ABOUT LOTUS SCHOOL

Lotus has been purpose built to accommodate students who have an Education, Health and Care plan with a primary need for Social, Emotional and Mental Health. Our school will cater to 48 students ranging from Year 6 to Year 11. Our students will have access to a bespoke curriculum that will deliver all the core subjects, meaningful qualifications and therapeutic interventions that will help to develop them into successful young adults.

We will also provide students with opportunities to study off site and take part in outdoor educational activities, work experience and community based work.

Lotus is part of the Champion Education Trust.

WHAT IS OUR APPROACH TO TEACHING OUR STUDENTS?

Lotus takes a personalised approach to meeting needs of each individual learner by providing a highly differentiated package of curriculum offers and programmes of study. At Lotus we currently offer three curriculum pathways within each Key Stage:

Preparing to Learn

This pathway is for students displaying a high level of dysregulated behaviour and will consist of a high percentage of therapeutic interventions, in order to support the student's ability to engage and manage within a classroom setting. Students will have shorter learning periods and be given time to have sensory breaks. There will be a strong focus on basic Numeracy and Literacy. At Key Stage 4 students will take Entry Level qualifications in English and Maths and a number of ASDAN awards.

Engaging successfully in Learning

Students will continue to have planned therapeutic interventions but will access the classroom environment full time and the full curriculum that will be highly differentiated. At Key Stage 2 and 3 there will be an emphasis on Numeracy and Literacy, particularly Reading. They will take part in community based projects and at Key Stage Four they will sit Entry Level 3/Level 1 Functional skills in English, Maths and Science and a BTEC Level 1 qualification, they will also have the option of taking part in the Duke of Edinburgh award.

Thriving in Learning

Students will continue to have planned daily therapeutic interventions but will access a range of formal curriculum subjects in both Key Stage Two, Three and Four. At Key stage 4 they will take part in work experience and Duke of Edinburgh Bronze award and they will have the option to sit GCSEs or equivalent in English, Maths and Science as well as BTEC Level 1/2 qualifications in two subjects.

HOW DO WE ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT?

At Lotus we know that each one of our students is beginning their learning journey from different starting points. We recognise that our students will have somewhat spikey profiles, having skills and aptitudes in some areas and difficulties in other. Students may have large gaps in their learning due to their inability to access mainstream education in the past. As a school we are committed to excellence and have an ambitious vision for each and every one of our students. We know that life and learning in general can be very difficult for them, we endeavour at all times to present the curriculum to them in a way that they can understand and make use of, and have adopted a Creative Curriculum approach at Key Stage Two and Three. This approach aims to support students in understanding the links between the different National Curriculum subjects and will consist of termly projects that will encompass the full variety of the National Curriculum, but minimise the need for students to have lots of different teachers and visit different classrooms. These projects will also include visits out into the local community and local landmarks.

We celebrate every small step of progress that they make. We want to empower our students to manage their own learning needs and to be able to learn as independently as possible. We know that our students progress at different rates and we therefore individualise the curriculum for each young person in order that students can realise our high expectations of them, regardless of their starting points. Our students have full access to the National Curriculum, which

is differentiated according to needs and abilities. Within the curriculum we place great emphasis on social skills, communication and building emotional resilience.

HOW DO WE CONSULT PARENTS AND INVOLVE THEM IN THEIR CHILD'S EDUCATION?

Lotus is committed to working in partnership with parents and carers and consider it a crucial element in a student's developmental process. Families are welcome to visit the school regularly, in addition to the scheduled Parent/Carer Consultation events. We hold regular coffee mornings/afternoons and workshops in the school to which all parents/carers are invited. Parents/Carers are invited to attend Transition Meetings, Annual Review and EHCP Meetings and are also invited to make written contributions. Information about school dates and curriculum content are placed on the school website and sent home to parents.

We also have a Family Support Worker who is employed to support the families of the students who attend Lotus. This member of staff will work directly with parents/carers offering support, signposting them to relevant agencies if needed and running parent/carer support groups and activities for parents/carers and students to be involved in together.

HOW DO WE CONSULT STUDENTS AND INVOLVE THEM IN THEIR EDUCATION?

The students are the heart of the school and each aspect of Lotus reflects this. Teachers take every effort to plan activities which are meaningful and relevant for the students. Student's views are also taken into consideration through robust self-assessment procedures we have here at the school. Teachers are then able to evaluate and check what students have enjoyed learning about the most throughout each term. Moreover, students have a voice through our Student Collective. They are able to make decisions about certain aspects of their school life, such as school meals, play/leisure equipment and activities or where they would like to go for the next school trip as well as being part of staff interview processes.

HOW DO WE ASSESS AND REVIEW STUDENTS' PROGRESS TOWARDS THEIR OUTCOMES?

The school regards formative and summative assessment as an integral part of teaching and learning. We keep accurate records of students' achievements, ensuring that assessments are manageable and that they lead to useful information that informs parents and carers and informs teachers' future planning and target setting. We assess student progress in academic terms and also against EHCP targets, set to help them to overcome the difficulties identified on the EHCPs. We aim for our assessment to demonstrate the range of progress made both academically and socially and emotionally. If you would like more information about assessment please contact school.

HOW DO WE SUPPORT STUDENTS MOVING BETWEEN DIFFERENT PHASES OF EDUCATION?

The school makes detailed arrangements for supporting students when they arrive at Lotus and when they are moving on to the next stage of their education and preparing for adulthood. Each student at the school is given a keyworker when they first arrive. All staff including the Headteacher can be a student's keyworker. Before the student begins the keyworker will go out to visit the student in their current setting. The student will then be offered a transition visit to once again meet their key worker and spend time within the building. For some students it may be appropriate to offer a phased transition into Lotus. If this is the case the school will work closely with the student, Parent/Carer and relevant professionals to create a transition package that enables the student to feel safe and supported.

As students prepare for Post 16 they will have access to detailed careers advice and students will be given support in completing Post 16 applications, visiting the different local provisions and attending interviews.

HOW DO WE SUPPORT STUDENTS PREPARING FOR ADULTHOOD?

At Lotus we recognise that preparation for adulthood starts very early. We work with all our students and their families to give them the skills to make choices for themselves. From when they join us, we encourage and support our students in becoming increasingly independent, taking part in community activities, building emotional resilience and staying safe and healthy. Students are encouraged to engage in many practical activities within the community, are supported in choosing leisure activities, learn about healthy lifestyles, have the opportunity to explore options for their futures, and attend meaningful work experience placements within Key Stage 4. They have a formal transition plan from Year 9 onwards which sets personal targets to support the transition into adulthood.

We also have a Life Skills space which is a designated and fully kitted out provision that supports students in understanding how to live independently and complete daily tasks such as using a washing machine and preparing meals on a budget.

HOW DO WE SUPPORT STUDENTS TO IMPROVE THEIR SOCIAL, EMOTIONAL AND MENTAL HEALTH DEVELOPMENT?

At Lotus we have a range of specialist intervention programmes associated with emotional and social development. All students have timetabled daily sessions which enable them to work on their specific EHCplan outcomes. These sessions may be on a one to one basis or small group and may include; Lego Therapy, Dealing with Feelings programme, Social Skills or Sensory Circuits. The school day and curriculum have been designed to have a strong focus on building emotional resilience, achieving success and supporting students to have positive interactions with others. If a student requires a more professional/intense intervention we also provide access to various external therapists.

WHAT EXPERTISE AND TRAINING DOES OUR STAFF HAVE TO SUPPORT OUR STUDENTS?

Lotus aims to provide all staff with the knowledge and skills to successfully support the varied and complex needs our students have, through a range of regular external and internal training. This training provides all staff opportunities for their own professional development and will support them in their ability to plan and deliver an outstanding education, which meets the needs of the individual learners in front of them.

HOW DOES THE PHYSICAL ENVIRONMENT SUPPORT OUR STUDENTS?

We recognise that each student is unique and we are committed, and adept at adapting our practice to meet the specific needs of each of them. Lotus has been specifically designed to meet the needs of learners who have a primary need of SEMH. As a result we have a large number of small intervention spaces, two bespoke sensory rooms, classrooms that are smaller and more intimate than a standard setting and are low stimulus environments, which means we do not have bells and displays in the school are kept to a minimum. We also have a number of outdoor spaces that can be utilised throughout the day by the students if needed. As previously mentioned we have a dedicated Life Skills space and a number of meeting rooms that can be utilised by outside professionals who are working with the students.

HOW DO WE INVOLVE OTHER ORGANISATIONS IN MEETING THE NEEDS OF OUR STUDENTS AND SUPPORTING THEIR FAMILIES?

We work closely with a range of local social care services that our students attend to ensure that approaches across settings are consistent and that there is clear communication between all agencies involved with the child. A member of the Senior Leadership team at the school has the role of Designated Safeguarding Officer and works collaboratively with the relevant professionals such as social workers to ensure the student receives appropriate and effective support.

HOW DO WE EVALUATE THE EFFECTIVENESS OF OUR PROVISION?

The effectiveness of our provision is frequently evaluated not only by the Senior Leadership Team, Staff and the Governors but also by external auditors and consultants – please contact school and request to see our School Evaluation and Development Plan.

HOW DO WE HANDLE COMPLAINTS FROM PARENTS ABOUT PROVISION MADE AT THE SCHOOL?

All concerns or complaints about the school should be addressed in the first instance to the class teacher where possible. If this is not appropriate, then the Headteacher or any member of the Senior Leadership Team would expect to deal with this. Where a complaint is made to the Headteacher in writing, they will respond, telling the complainant where they might find the information they need to answer their query, and of course will meet with them to deal with their complaint. If this does not prove fruitful then complaints can be addressed to the board of Governors via our Complaints Procedure. This policy is available via our school website or by contacting our school reception for a hard copy of this document.