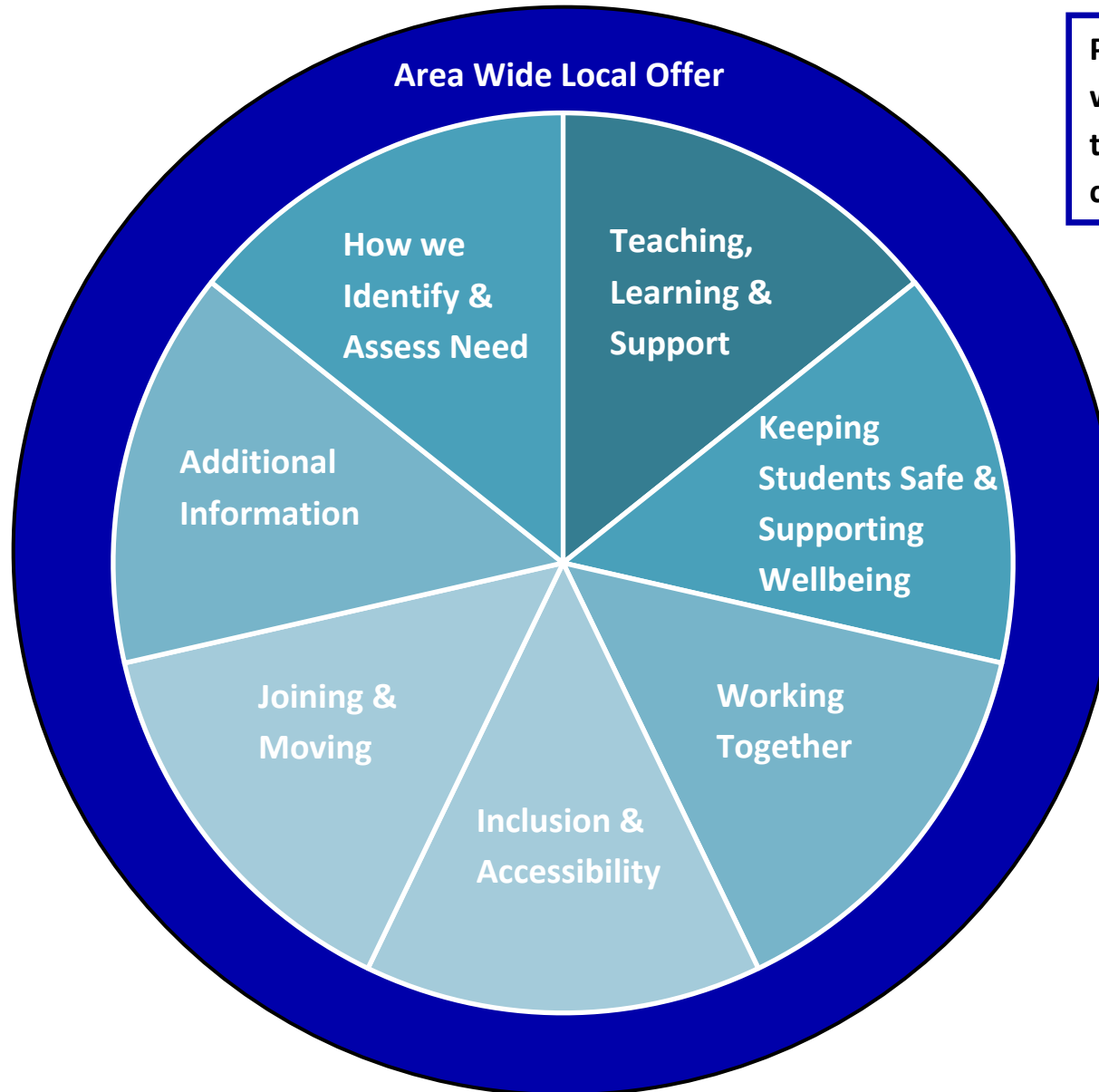


# Our Local Offer for Special Educational Needs and/or Disability

2023



## Area Wide Local Offer



Please click the relevant words on the wheel to be taken to the corresponding section.

**Headteacher:**

Lucy Bloor

**School Address:**

Rudyard, Leek  
ST13 8RB

**Telephone Number:** 01538

306214

**Email:**

headteacher@hortonlodge.  
staffs.sch.uk



## Our Local Offer for Special Educational Needs and/or Disability

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### How we identify and assess needs

#### How will you know if my child or young person needs extra help?

All children entering Horton Lodge have already been identified as having special needs in the area of physical disability and associated medical, learning or sensory needs.

The child's SEND team will contact Horton Lodge regarding a possible placement and our suitability to meet the specific needs of the child. Children then receive a place at Horton Lodge through their Education Health Care Plan (EHCP) where Horton Lodge is named as the most appropriate school.

A few children may have an Early Intervention placement at Horton Lodge. This is usually one term's assessment where teachers and multi-agency teams compile reports in order to help the Local Authority to decide on the most appropriate future placement.

#### Where can I find the setting/school's SEND policy and other related documents?

Our school website provides a wealth of information about the school. The 'Find Out' section includes the, Admission Arrangements, Accessibility plan and Equality Information and Objectives plus policies for SEND, Assessment, Supporting Pupils with Medical Conditions, Behaviour, Health and Safety and Teaching & Learning Policy:

<https://hortonlodge.staffs.sch.uk/policies/>

## Teaching, Learning and Support

### How will you teach and support my child or young person with SEND?

All pupils at Horton Lodge School are provided with high quality teaching with an enhanced staff ratio. The curriculum is founded on the ambition for all children to develop independence through their communication, physical and sensory development and cognition and learning. It has been designed to ensure that each individual pupil has the knowledge, skills and cultural capital they need to succeed in life.

Through the principles of Conductive Education, pupils access every opportunity to be active and nurture a positive approach to problems. Teaching provides knowledge acquisition in different 'subjects' or 'learning areas' in a broad and balanced way. Birth to 5 Matters, The Early Years Foundation Stage (EYFS) Curriculum, EQUALS Scheme of Work, National Curriculum and latest pedagogy in teaching pupils with additional needs informs this.

Pupils learn in groups structured around age and learning needs as follows:

- Explorers: EYFS + Year 1 pupils when appropriate
- Pre-Formal (Jays and Robins)
- Semi-Formal (Wrens and Swifts)
- Formal (Goldfinches and Owls)

The class teacher plans for all the pupils in his/ her class and is responsible for the overall assessment of their progress. All planning and assessment is highly personalised. Pupil progress is tracked using school tracking systems – ensuring appropriate interventions are implemented for pupils in a timely manner. Termly 'RAP' (Review of Assessment and Planning) meetings are used to support future planning for the individual.

## Teaching, Learning and Support

### How will the curriculum and learning environment be matched to my child or young person's needs?

The planning process at Horton Lodge school is child-centred. Every child has an Individual Education Plan (IEP), developed in the context of their EHC Plan outcomes. These targets and interventions are continually assessed then reviewed on a termly basis by staff. Teachers plan very carefully to meet each child's needs – devising and scaffolding tasks to ensure progress. All Early Years age pupils (and some Year 1 pupils) follow 0-5 Matters and the EYFS curriculum. When pupils are in Key Stage 1 and Key Stage 2 they access a curriculum built around approaches for Pre-Formal, Semi-Formal and Formal / National Curriculum Learners.

Pupils are provided with a wide range of resources to support learning. This may include access to specific technology and Augmentative and Alternative Communication systems (AAC) e.g. PODD books, symbol boards, objects of reference and Makaton.

Teaching is built on the foundation of the Conductive Education ethos and utilises specialist schemes of work as well as approaches including Rebound and intensive interaction to match the needs of the child.

### How resources are allocated to meet children or young people's needs?

Individual pupil funding supports the school budget. Most pupils are funded using the Matrix system. Details of this can be found [https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=TNwdzW\\_eXY0](https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=TNwdzW_eXY0)

The Health sector fund some of the equipment used within school namely standing frames and walkers.

The School Evaluation Summary and Development Plan annually reviews whole school needs and resources, and identifies pupil needs for the next academic year.

## Teaching, Learning and Support

### **How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?**

This decision will be reached in agreement with parents when the EHCP is being produced or at an annual review. Partnership working with parents is a key focus of our work so an ongoing dialogue about the meeting of needs is encouraged.

We review a child's needs using our expertise and experience to identify when and where additional support should be used.

### **How will equipment and facilities to support children and young people with SEND be secured?**

Horton Lodge School offers a safe and vibrant specialist learning environment. It has a sensory room, swimming pool, accessible outdoor play areas, hall with Rebound trampoline, gardens, accessible classrooms and an outdoor classroom. The school has two minibuses to enable access to the local community and enrichment activities.

The school works closely with other agencies to ensure appropriate equipment and resources are in place to meet need. Referrals are made to other agencies as appropriate.

### **How will you and I know how my child or young person is doing?**

At Horton Lodge we work hard to ensure that we are a highly reflective and analytical school which is relentless in its pursuit of excellence.

Assessment approaches for every child is personalised and ongoing throughout their time in school. This ensures that teachers always have a good understanding of the child's personal progress and what needs to happen next to move them forwards.

### **Teaching, Learning and Support**

The families of all pupils have access to a home-school communication app called SeeSaw. This is a key tool in supporting regular communication and the sharing of progress.

Teachers have termly progress meetings with the school senior leadership team where assessments across all areas of development are discussed, strengths are highlighted and future intervention strategies are agreed. Progress and achievement is shared with parents / carers through termly IEPs, the annual report to parents, parent consultation events and regular opportunities to talk directly to the class teacher.

An Annual Review of the EHCP takes place for every child in the school. This is an opportunity for the parents / carers to review reports from all agencies to discuss the progress of their child. Pupils under the age of 5 years have six-monthly reviews.

Parents and carers can make an appointment to see their child's class teacher or any other member of staff by contacting the school on: 01538 306214 or emailing [office@hortonlodge.staffs.sch.uk](mailto:office@hortonlodge.staffs.sch.uk)

### **How will you help me to support their learning?**

We are committed to involving parents / carers in their child's education from the outset. Our mission statement 'Working Hand in Hand to Achieve Potential' is a reflection of this. The child's teacher will be in regular contact with parents / carers to discuss ways in which they can support their child and to seek input for target setting and evaluating progress. Once a year there is an Annual Review of the EHCP involving parents and the team around the child. The child's IEP relates to their EHCP outcomes and includes guidance on how to support the plan at home. Home activities are set in a way that is appropriate to each individual's needs.

## **Teaching, Learning and Support**

We have parent engagement opportunities across the year when parents have opportunities for training, pupil/class observations and opportunities to work with their child.

We have an open-door policy and school staff and the Head Teacher can be contacted by visiting, calling, emailing or through the Seesaw communication app.

## **How do we consult with and involve children and young people with SEND in planning and reviewing their education?**

All pupils have clear targets expressed in a manner appropriate to their needs. Targets are referenced and reviewed constantly throughout the day with descriptive praise and feedback given. Each class has their own achievement recognition system tailored to what the children respond to. Engagement for Learning is used for pupils with the most complex and profound needs and this information is used as a powerful way for the pupil to influence their environment and activities.

Where appropriate, the child's views are sought and added to the Annual Review of EHCP meetings. The school council ensures that the school's leadership team have regular pupil feedback. A past pupil volunteers for the school in the role of independent visitor with a focus on pupil voice.

Weekly award celebration assemblies have reward certificates for many areas of development including Star of the Week and Headteacher, Kiplings Residential and Swimming Awards. The whole school is involved and achievements celebrated by staff, children and parents/carers.

## **How do you assess and evaluate the effectiveness of provision for children and young people with SEND?**

We have a robust system of reviewing our provision on an ongoing basis using the Ofsted framework for self-evaluation.

This includes looking at:

## Teaching, Learning and Support

1. Quality of Education
2. Behaviour and Attitudes
3. Personal Development
4. Leadership and Management

We also have an 'Area Leadership' structure which monitors the effectiveness of the delivery of specific learning areas and additional monitoring from the Senior Leadership Team. Governors are involved in this process and focus their monitoring activities on key areas.

Additional resources such as Pupil Premium and Sport's Premium are monitored to ensure impact is effective.

Monitoring visits take place from the Local Authority and partner schools which ensure that we maintain high standards.

Information regarding how successful we have been in enabling all of our pupils to make progress is communicated to the pupils and their families, all staff and the Governing Body, as well as informing the School Development Plan.



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## **Keeping Students Safe and Supporting their Wellbeing**

### **How do you ensure that my child or young person stays safe outside of the classroom?**

Horton Lodge has a robust safeguarding policy and the safeguarding of children is of utmost priority in school. There is a safeguarding team which includes 2 family link workers. Weekly safeguarding team meetings take place, where pupils' health and well-being is central. All staff access safeguarding training and safeguarding procedures are well established in school and regularly monitored to ensure good practice.

Each pupil has risk assessments and care plans according to their individual needs plus any personal needs. Activities both in and out of school are risk assessed.

### **What pastoral support is available to support my child or young person's overall social and emotional development and well-being?**

We have a well-developed School Council which provides the children with a forum within which to discuss the school and feedback to the Senior Leadership Team, in order to influence the school and its development.

Personal, Social, Health and Economic (PSHE) and Relationship, Sex and Health Education programmes are implemented across the curriculum which aim to provide pupils with the knowledge, understanding and skills to be safe and healthy and to enhance their emotional well-being. The school has a Senior Mental Health Lead and a wellbeing team.

The school has access to the Education Psychologist, a school nurse and to a range of health and social care teams.

The curriculum has been developed to include a wide range of enrichment activities.

## Keeping Students Safe and Supporting their Wellbeing

### How will you manage my child or young person's medicine or personal care needs?

Pupils with medical needs will be provided with a detailed Health Care Plan – developed in conjunction with the school nurse, school staff and parents as appropriate. Medical conditions are risk assessed for classroom activities and offsite visits. Some pupils are supported in school by health care workers.

Staff who administer and supervise medication have completed training and have been verified by the school nurse as being competent. We work closely with the school nurse and a care plan will be in place and updated regularly with parent/ carers and the school team.

We work closely with all teams involved with the child and actively promote multi-disciplinary team meetings, providing facilities and family link workers.

When pupils access our residential provision, their health care plan may be slightly different; these plans are written in conjunction with the Head of Care and parents/carers.

All medicine administration procedures adhere to the Local Authority policy and Department for Education (DfE) guidelines included within **'Supporting Pupils at School with Medical Conditions'** and school have a 'Supporting Pupils with Medical Conditions' policy.

Staff across the school are trained as paediatric first aiders; and in specific medical interventions to support individual needs.

Personal care is conducted with dignity, fostering independence as much as possible.

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## Keeping Students Safe and Supporting their Wellbeing

### What support is there for behaviour, avoiding exclusions and increasing attendance?

Our school Behaviour Policy can be found on our website:

<https://hortonlodge.staffs.sch.uk/policies/>

All staff have training and experience of Positive Behaviour Support. There is a team of 'champions' made up of staff with knowledge of Attachment and Trauma Informed Practice and Mental Health.

There is an attendance lead in the school and works closely with families to secure best attendance.

### How do you support children who are looked after by the local authority and have SEND?

There is a Designated Teacher for Looked After and Previously looked after pupils. The Designated Teacher takes responsibility for ensuring staff understand the things that can affect how LAC achieve and how the school can support the achievement of these pupils

## **Working Together**

### **Who is involved in my child's education?**

Each class has a Teacher, Teaching Assistants (TAs) and ancillary staff. We have Higher Level Teaching Assistants (HLTAs) who support whole class teaching, small groups and individual pupils with the guidance of the class teacher. Pupils are taught as a whole group, in small groups or 1:1 by a class teacher, HLTA and TAs. Other professionals work alongside the class team and their recommendations are used to inform practice.

### **What expertise do you have in relation to SEND?**

All of our staff have thorough induction training followed by ongoing professional development opportunities throughout the year, both formally and informally. All staff receive comprehensive and ongoing professional development.

All staff are trained in the management and administration of medication and have annual training on awareness of different medical conditions. All staff also participate in safeguarding and manual handling training. Some staff receive additional, more specific training if required to meet individual needs.

A school continuity Professional Development Plan is in place for staff linked to their performance management and appraisal objectives.

All our staff are appropriately qualified and have undertaken further specialist professional development. They have expertise in the areas of Conductive Education Ethos, Communication (AAC) PODD training, Makaton, use of high tech IT communication devices, positive behaviour support, and multi-sensory training, including VI (Visual impairment), HI (Hearing Impairment) and MSI (Multi-Sensory Impairment). This is not an exclusive list and professional development is ongoing to ensure that staff of all roles remain updated and have the skills needed to meet the individual needs of pupils.

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## Working Together

### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

The following additional support from external agencies is used as appropriate to support pupils:

- Hearing impairment team (HI)
- Visual impairment team (VI)
- Multi-Sensory Impairment Team (MSI)
- Speech and Language Therapy Service (S&LT)
- Educational Psychology Service
- Education Welfare Officer
- Social Services
- School Nurse
- Child and Adolescent Mental Health Services
- Family Support Worker

Your child's EHCP or Early Intervention paperwork will outline the expectations of provision before starting at Horton Lodge School.

### Who is the SEN Coordinator and how can I contact them?

Lucy Bloor (Head Teacher) is the SENCO at Horton Lodge. She can be contacted at [headteacher@hortonlodge.staffs.sch.uk](mailto:headteacher@hortonlodge.staffs.sch.uk) or via the school office.

## **Working Together**

### **What roles do your governors have? And what does the SEN governor do?**

The governing board have assigned Alison Lee as the SEND, Pupil Premium and the Looked After Children link governor. Alison monitors policies and provision through visits and working closely with the school SENCO and Designated Teacher for LAC. Her contact details can be found on the school website:

<https://hortonlodge.staffs.sch.uk/governors/>

### **How will my child or young person be supported to have a voice in the school?**

Horton Lodge is passionate about providing a total communication environment. Pupils are provided with the means and opportunities to make choices and express their thoughts / opinions. More information about our communication approach can be found in our Communication Policy (including AAC Policy) on our website:

<https://hortonlodge.staffs.sch.uk/policies/>

### **What opportunities are there for parents to become involved in the school and/or to become governors?**

We have an active Parent, Staff and Friends Association (PSFA) and warmly invite parents to get involved.

There are 2 parent governor positions on the board.

### **What help and support is available for my family through the setting?**

We have specialist staff and access to a range of support services e.g. our safeguarding team and family link workers are available to support families and signpost to other agencies.

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## **Working Together**

If you require general information about the school then most things can be found on our website - <https://www.hortonlodge.staffs.sch.uk/>

If you require further information then please contact the school office on either 01538 306214 or via [office@hortonlodge.staffs.sch.uk](mailto:office@hortonlodge.staffs.sch.uk) and they will direct you to the relevant person.

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## **Inclusion & Accessibility**

### **How will my child or young person be included in activities outside the classroom, including trips?**

The school has a trained Educational Visits Coordinator. Risk assessments are carried out and procedures are put place to enable all children to participate in all school activities. The school employs sufficient staff to ensure that no child is excluded from any appropriate school -provided activity.

We aim for all children to access one school trip each term. We have two school mini-buses to support this.

There is an annual residential visit in the summer term for Year 5 and 6 pupils, if parents / carers wish them to take part. All pupils are involved with close liaison with families to ensure everyone is confident with the itinerary.

Kiplings Residential gives opportunities for after school clubs through into the evening (Res 1) and overnight (Res 2) (see Statement of Purpose on the school website).

## Inclusion & Accessibility

### How accessible is the setting's environment?

Our Accessibility Plan (on the school website) describes the actions the school has taken to increase access to the environment, the curriculum, and to printed text.

The children have access to the ground level and currently no pupil facilities are accessed on the upper levels.

We have changing facilities and hoists for children who require adult support.

Our grounds are inclusive and we have a play area with specially adapted swings, slide and roundabout.

**1. Is the building wheelchair accessible?**

The building is partially accessible, all pupil areas and meeting rooms are accessible on the ground floor.

**2. Are disabled changing facilities available?**

Yes

**3. Are disabled toilet facilities available?**

Yes

**4. Do you have parking areas for pick up and drop offs?**



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### Inclusion & Accessibility

Yes

#### 5. Do you have disabled parking spaces for students (post-16 settings)?

Yes

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### Joining and Moving On

#### Who should I contact about my child or young person joining your setting?

The school admission policy can be found on our website: <https://hortonlodge.staffs.sch.uk/policies/>

Please call Headteacher Lucy Bloor to discuss what the school can offer your child and to arrange a visit.

#### How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

We offer a structured induction for your child once they are referred to us. Class teachers will contact you and if appropriate we will liaise with the school your child is moving from ensuring the transition process meets individual needs. We will enhance this with extra visits, as necessary.

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### Joining and Moving On

The Annual Review in Year 5 (for pupils) begins the process of consultation and discussion with parents and the Local Authority in the decision about secondary placements. Parents will be encouraged to consider what they want for the next phase of their child's education and outside agencies will be involved as appropriate.

A personalised transition process is created for each pupil which includes accompanied visits to receiving schools and teachers from both schools meeting to discuss the needs of the child.

The records of children who leave Horton Lodge mid-phase will be transferred within five working days of the parents notifying us of the new school.

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### Additional Information

#### What other support services are there who might help me and my family?

More information can be found at:

- Staffordshire SEND Information and Advice Service/ Tel: 01785 356921/ <https://www.staffs-iass.org/home.aspx>
- Single Point of Access TEL: 03301118007 / [sendreferrals@staffordshire.gov.uk](mailto:sendreferrals@staffordshire.gov.uk)
- Information regarding the Local Offer and Market Place can be found at;  
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>
- **The SEND CODE OF PRACTICE:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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### Additional Information

#### When was the above information updated, and when will it be reviewed?

The information in this report was updated in Autumn 2023.

#### Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

#### What can I do if I am not happy with a decision or what is happening?

If you wish to discuss your child's special educational needs, or are unhappy about any issues regarding the school's response to meeting these needs please contact:

- Your child's class teacher in the first instance – 01538 306214
- The Head Teacher – 01538 306214 / [headteacher@hortonlodge.staffs.sch.uk](mailto:headteacher@hortonlodge.staffs.sch.uk)
- Chair of Governors – Mr Jon Harris. He can be contacted via the school on 01538 306214 / [harris.j@hortonlodge.staffs.sch.uk](mailto:harris.j@hortonlodge.staffs.sch.uk)

Our Complaints policy can be found on the school website.

#### Type of Setting (tick all that apply):

Mainstream       Resourced Provision       Special

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**Additional Information**

- Early Years**       **Primary**       **Secondary**       **Post 16**       **Post 18**  
 **Maintained**       **Academy**       **Free School**       **Independent/Non/Maintained/Private**  
 **Other (please specify)**

**DFE Number:**

860-7003

**District:**

- Cannock**       **Lichfield**       **East Staffordshire**       **Tamworth**  
 **Newcastle**       **Moorlands**       **Stafford**       **South Staffordshire**

**Specific Age Range:**

2-11

**Number of Places:**

54

**Which types of special educational needs do you cater for?**

Physical with allied needs

- Inclusive Mainstream School**  
 **Special School**

### Additional Information

**Offer specialisms in (tick all those that apply):**

- |  |  |
|--|--|
| <input type="checkbox"/> Resource for autism   | <input type="checkbox"/> Resource for social, emotional and mental health                                    |
| <input checked="" type="checkbox"/> Resource for cognition and learning difficulties | <input checked="" type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly   | <input type="checkbox"/> Resource for moderate learning difficulty   |
| <input checked="" type="checkbox"/> Resource for physical disability                 | <input checked="" type="checkbox"/> Resource for profound and multiple learning difficulty                   |
| <input checked="" type="checkbox"/> Resource for severe learning difficulty          | <input checked="" type="checkbox"/> Resource for speech, language and communication needs                    |
| <input checked="" type="checkbox"/> Visual impairment friendly                       |  |

**Other specialist support/equipment:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Specialist Technology       |   |
| <input checked="" type="checkbox"/> Rebound Trampoline          | <input type="checkbox"/> Hydrotherapy       |
| <input checked="" type="checkbox"/> Accessible Swimming Pool    | <input checked="" type="checkbox"/> Medical |
| <input checked="" type="checkbox"/> Outreach and Family Support | <input type="checkbox"/> Therapy Services   |
| <input checked="" type="checkbox"/> Bought In Support Services  | <input type="checkbox"/> Hearing Loop       |
| <input checked="" type="checkbox"/> Sensory Room/Garden         |   |