Provision for Special Educational Needs and Disabilities

The Loyne Specialist School is a school for pupils with special educational needs and disabilities. There are currently 121 pupils aged 4-19 on roll. **All of our pupils have severe or profound and multiple learning difficulties (SLD, PMLD).** In addition to their learning difficulties some of our pupils may have autism, multi-sensory impairments (visual, hearing and multi-sensory) and or medical needs. If a young person has social, emotional, and mental health difficulties (SEMH) as their primary area of need we will not be able to meet these needs as they require a different pedagogical approach to what we are able to provide.

Admission

Pupils must have an Educational Health Care Plan (EHCP) which will have been issued following an Integrated Statutory Assessment. A request for a place at school is made via the Local Authority's (Inclusion team's White Cross, Lancaster) consultation process. Without-prejudicial visits (WPV) can be arranged by parents for prospective Reception and Year 11 pupils to view the school although this does not guarantee a place.

Effectiveness of SEN provision

Monitoring and evaluating our provision is vital to ensuring and maintaining high standards relating to all aspects of teaching and learning throughout school and as such is directed from a senior leadership level. The Senior Leadership Team (SLT) alongside curriculum leaders play a key role in monitoring the quality of teaching. Monitoring may include lesson observations, work sampling, learning walks and scrutiny of planning, from which, identified actions may contribute to future school improvement planning. All stakeholders are invited to contribute to school evaluation, identifying our strengths and areas for development via the school's annual evaluation process (usually in summer term).

Arrangements for assessing and reviewing the progress of pupils

Each pupil has an Education Health Care Plan (EHCP) which identifies long term outcomes. These are reviewed annually with previous targets evaluated and new ones identified. These targets are used as a basis to set pupils' Personalised Learning Outcomes (PLOs), which are evaluated and updated on a termly basis with therapist input when appropriate. Between 3 and 5 PLOs are set each term and uploaded onto Evidence for Learning (EfL), one of which is always speech, language & communication (as a priority learning focus) and the others selected from: cognition & learning (literacy, numeracy and computing), social, emotional & mental health, self-help & independence and sensory & physical (when applicable).

PLOs are shared with staff who support pupils for different lessons, e.g. modules or lessons off-site. During the last week of each term staff jointly evaluate progress and pupils are involved in on-going day-to-day assessment using the school's marking policy (where tangible work is produced). Parents are sent their child's PLOs at the beginning of each term via Class Dojo and are invited to comment on target progress and future targets on a termly basis. It is expected that all staff are fully aware of pupils' PLOs and that these are carefully assessed against to reflect progress made. This can take the form of recording sheets, video or photographic evidence, written work and staff observations.

Pupils are assessed according to statutory requirements and assessment information is recorded in the End of Key Stage Assessment Reports as appropriate.

All pupils are assessed using B Squared. For EYFS pupils this is against outcomes in Early Steps, Engagement Steps and Progression for pupils KS1-4 and Steps for Life for students in post 16. Assessments in English and Maths are updated at least twice annually. Assessment information is also shared with parents on Annual Review documentation. Pupil progress is analysed by the Senior Leadership Team and individual pupils are identified for additional interventions as appropriate. The school has a holistic menu of assessments used to capture individual progress across the schools' holistic curriculum e.g. rebound therapy, communication etc. and captured on pupils' assessment profiles (PAPs)

Teaching & engaging children in the activities of the school

The school's teaching & learning policy aims to ensure that all pupils (as relevant) are engaged and challenged in their learning and outlines the principles of effective teaching to enable this.

The principle	The action
Establish an effective learning environment	Create a well ordered and positive classroom for pupils to learn. All staff utilise our Positive Environmental Observation Checklist (PEOC) to ensure the classroom meets the pupil need.
Focus the teaching	Plan the objectives and ensure staff and pupils (if appropriate) know what they are.
Provide the challenge	Select teaching strategies to (including setting appropriate functional Home Learning) match individual needs accurately. Set expectations and teach to them so that pupils surpass previous levels of achievement. Have high expectations of all pupils.
Make concepts and conventions explicit	Structure the learning opportunities to support at an individual level. Use questioning, explaining modelling, gesturing, signing, visual cues where appropriate
Make learning active	Provide tasks in which pupils develop skills and understanding through problem solving, investigation and enquiry where appropriate
Make learning engaging and motivating	Create a positive climate for learning which is relevant to life circumstances and aspects of identity (gender, age etc). Use stimulating activities and materials with an emphasis upon sensory routes to learning where pupils are interested and engaged.
Develop well-paced lessons with high levels of interaction	Use collaborative tasks, turn taking, participation and talk for learning
Support pupils' application and independent learning	Use prompts, frames, TEACCH and other forms of support for targeted intervention. Give pupils time to work on their own or in small groups.

Assessment of Learning	Systematically and effectively check pupils' understanding throughout lessons intervening where needed to develop pupils' understanding. Use questioning and discussion to assess the effectiveness of teaching and learning. Use open ended questions that challenge pupils' thinking. Mark pupils' work and provide constructive feedback. Teach pupils to evaluate their own learning.
Assessment for Learning	Monitor pupils' progress in lessons and use the information well to adapt teaching. Teach pupils to think about what and how they learn and involve them in identifying next steps for future lessons
Develop pupils' application of skills across the curriculum	Plan opportunities across the curriculum for the application of reading, writing, communication, and mathematics.

Adapting the curriculum and learning environment

There are presently 13 classes organised, as far as possible by age phase, but also taking account of curriculum needs. Pupils may also be taught in groups that are based on developmental level or need in other areas. For example: a P.E. lesson organised by ability/needs criteria, across classes, with appropriate resources (particularly staffing levels) and target planning. Pupils are taught in whole classes with small groups. Some pupils may need individual teaching sessions or higher levels of support for extremely specific programmes to be implemented.

The curriculum is designed upon the principles of 'Preparation for Adulthood' and is framed around 4 faculties of learning and key skills. Faculties of Learning and Key Skills fuse together and are delivered through a rolling plan of topics which supports a balance of stimulating contexts for learning teaching through different learning experiences, themes, and subjects. Learning content for each topic is created by curriculum leaders working collaboratively in Faculty Teams to carefully consider National Guidance and Statutory Requirements to decide which elements are best suited to specific key stages or age phases. Primarily, Key Stages 1 and 2 National Curriculum programmes of study are tailored (and where appropriate incorporate some elements of Key Stages 3 and 4 for secondary aged pupils). Importantly, the curriculum also includes other topics or areas of learning that are pertinent to pupils and every opportunity is made to make learning contextual, appropriate to the needs of the individual and applicable across a range of environments, beyond the classroom setting. Not every curriculum area will be taught in every topic. Curriculum leaders and the senior leadership team monitor curriculum implementation to ensure that there is a broad and balanced curriculum. For more information on the curriculum please visit the school website. https://www.loyneschool.org.uk/curriculum-page/

The curriculum is also typically delivered through out-of-school experiences and activities, shared learning opportunities with mainstream peers and, for older pupils, work experience placements, employability taster days (e.g. take over day at the Holiday Inn), enterprise events (Farmer's Market at University of Lancaster) and courses at colleges of Further Education, among others. Creative practitioners are invited into school to enhance provision and may include artists in residence and external providers such as More Music Morecambe or Ludas Dance.

The wider curriculum at the Loyne Specialist School endeavours to provide learning opportunities for pupils to develop

- learning to learn skills (attending, turn taking, waiting, anticipating)
- effective communication
- functional literacy and numeracy skills
- positive behaviour support
- play & leisure skills
- life skills in the community (including employability and work-related learning)

Pupil progress is rigorously analysed and where this is not as expected, an intervention may be required. This is additional to the support a pupil receives in class and may be 1-1 or in a small group e.g. Lexia, Better Talking Partners, touch typing, social skills or rebound therapy.

Additional support for learning
Pupils not making expected progress are identified and where appropriate access intervention groups aimed to target specific areas of concern. A provision map tracks pupils' participation in intervention groups and summarises their progress to date.

A variety of lunch time and after school clubs are offered to pupils when possible. (The nature of the groups reflects the needs of pupils in school and there are no charges for these clubs and may include

- Cycling
- Boys group
- Gardening
- Art
- Recycling

There are regular after school clubs which are designed flexibly to meet the needs of the cohort of young people.

For pupils who access pupil premium, 1 after school club is provided cost free. Pupils may also be offered residential visits throughout their time at the Loyne. These are opportunities to generalise and apply their skills beyond the school day.

FE students are offered a variety of opportunities outside of 'taught' lesson time. There are numerous opportunities for students to apply their skills in a functional context throughout school and become increasingly independent and more responsible for their own belongings etc. For students who complete a school based 'job' they are paid by high street vouchers. Some post 16 students apply to become playground buddies to support younger pupils. All students who apply for a position, undergo an interview, and receive training before taking up this post.

Supporting the emotional, mental and social development of pupils
As a school, we place a great deal of importance upon the positive emotional and mental health of our pupils, students and staff. We recognise that the educational, medical and communication

needs of our children mean that they are more vulnerable to suffering from mental health issues and that, they may be unable to recognise or articulate these to others. Over recent years, staff training has had a specific focus around strategies that can be used to support the Wellbeing of pupils and students including the use of mindfulness, relaxation, the creative arts, and physical activity. In addition, training has also centred on supporting the communication of feelings, anxieties, and mood. Throughout the year we have Wellbeing focus days, which are underpinned by the New Economics Foundation (NEF) Five Ways to Wellbeing themes of Connect, Be Active, Take Notice, Keep Learning and Give. In each age phase, pupils and students are given opportunities to experience the positive impact on Wellbeing of each theme by engaging in activities appropriate to their age and ability. We continue to run a KS2/3 class which engages in our Green Curriculum, spending 80% of their time in the outdoor both on and off-site.

We consider PSHE a vital area of learning in school, reflected by the timetable balance and its delivery through the curriculum which includes areas such as dressing skills, feeding skills, personal hygiene care etc. as well as discrete delivery of curricular content. All pupils have significant needs in this area and thus, require special emphasis to be placed on the development of skills. The well-being of pupils is the priority of the class team and there is an identified HLTA whose sole responsibility is to provide additional support for parents and carers as and when required. The school partners closely with other agencies such as clinical psychology, the transitions team and children's social care and when needed a professionals meeting will be held to ensure information sharing to enable the best outcomes for pupils.

The expertise and training of staff and securing specialist expertise

All teaching staff are experienced in teaching pupils with special educational needs. Pupils' learning is led by a teacher and supported by an appropriate number of teaching assistants reflecting the individual needs and abilities of the group.

We recognise that continuing professional development and learning (CPDL) for staff is of high importance and we pride ourselves in being a learning community. All inexperienced staff undergo a thorough induction to ensure they are aware of the teaching and learning needs of our pupils. Regular training and professional development both internally and externally is available for all staff to enhance their skills and update their awareness of special educational needs and learning difficulties and disabilities and we encourage staff to also deliver training to others where appropriate. All staff have access to in-service training on safeguarding, moving and handling of pupils, PROACT-SCIPr and total communication.

The Governing Body is keen to promote access to higher education for staff. There are also several staff who are recognised trainers in their area of expertise. Four members of staff are Proact-scriptr (positive behaviour support) trainers. Three members of staff are Moving and Handling trainers.

Due to the school's commitment to developing the language and communication skills of our pupils a RCSLT registered speech and language therapist is on staff who is also a Regional Makaton and ELKLAN tutor who works collaboratively alongside NHS therapists to support school staff.

Involvement of other professionals/agencies

The school seeks to ensure appropriate involvement from colleagues in relation to the provision on each pupil's EHCP. Where this is required, school follows the appropriate referral process for commissioning support, and this may be delivered both within and outside of the class base.

The following professionals support the school when necessary (the list is not exhaustive) :

- Community children's nursing team (CCN)
- Educational psychologist
- Learning Disability and Autism team
- Mental Health Support Team
- Early help and wellbeing service
- Advisory support from the teacher of the deaf
- Advisory support from the teacher of the visually impaired
- Inclusion Service
- Community paediatrician
- NHS physiotherapists
- NHS occupational therapist
- NHS speech and language therapists
- Childrens' Social Care (including the children with disability team)
- Transitions team (and Adult Social Care)
- Dietician

If parents have a query relating to the involvement of other agencies, we encourage them to contact professionals directly which ensures that messages/queries/concerns are dealt with in the most efficient way.

School Equipment and facilities

Our school is a ground floor building, and all areas are fully accessible. Staff and visitors sign in using the Inventory electronic system and the main entrances to and from school are swipe pad locked. All pupils have easy access to disabled changing/toileting facilities. Most bathrooms have hoisting equipment and changing beds available. We work closely with NHS colleagues to identify any equipment needed to support pupils access the curriculum. Identified pupils have moving and handling plans which highlight, once trained, the manoeuvres used by staff in school. Identified pupils are supported in their personal health care and medical needs. There is a multi-purpose hall which is used to deliver P.E., Rebound Therapy, Sherbourne, drama and music sessions and the outside multi-use games arena (MUGA) ensures that ball games can be played safely. Other facilities include a multi-sensory environment, separate library area, inclusive play areas, a cycle track (one for EYFS and one for whole school) with a range of adapted bikes and trikes. We have an accessible primary and whole school poly tunnel with corresponding horticultural areas. School has well maintained and attractive grounds, discrete and safe playing areas for different age phases and a playing field. We have three wheel-chair accessible minibuses, and an eight-seater vehicle used for community visits and a hybrid car, which are garaged on site.

We have a fully accessible hydrotherapy pool (which is also used by the local community e.g. local schools, colleges and businesses etc). Two changing beds are available which are hoist accessible and users can access the pool via the steps, poolside chair or over-head tracking. Pupils who have a NHS physiotherapist or a 24-hour postural management plan (previously known as a move and do plan) will have weekly water-based sessions, otherwise pupils will access swimming sessions on a rotational basis. Where equipment is required to support individual pupil's, this would be in consultation with NHS colleagues and sourced appropriately.

Engaging with children and young people

Our young people are regularly consulted about provision and their ideas on improving what we do as a school. We have a Rights Respecting School Council to which members are voted on a yearly basis. In addition, all pupils provide an advice to their Annual Review. Every year, pupils' views are sought by questionnaire and contribute to school improvement planning. Where possible, identified pupils also attend the Lancaster and Morecambe Pupil Parliament where they are encouraged to share their opinions.

Engaging with Parents/carers

At the Loyne, we passionately believe in working together with parents/carers to best meet the needs of our pupils. We strive to support them in dealing with the complexity of raising a child with a disability be that form filling, referrals to other professionals/agencies, developing behaviour support strategies through co-production meetings or toileting/feeding programmes within the home.

We endeavour to communicate with parents (recognised by our Leading Parent Partnership Award) regularly and effectively. Class Dojo (an online app) is the school's main method of daily communication with parents/carers. In some cases where a pupil's needs are complex, a personal handover is organised at the beginning and end of the school day. Curriculum information is shared with parents at the beginning of each term and PLOs are shared termly with parents, electronically via Class Dojo. Photographs of class work and activities are regularly uploaded onto our Facebook site and in addition each term, individual class timetables and curriculum information are updated on the school website. Throughout the year each class highlights their work in an assembly and parents are invited to this.

Home Visits are conducted for all Reception pupils and those who are new to school. Where we believe an informal and personal meeting would be conducive to a pupil's learning we will conduct a further Home Visit after consultation with parents.

As a busy learning environment focussing on the needs of pupils and students, we prefer that parents make an appointment to discuss any issues they may have. This enables us to ensure that staff are available to meet. Training / advice may also provide to parents, and we run regular classes delivered by Loyne staff or other supporting agencies. These may include guidance on sleep, toilet training, keeping safe online amongst many others.

School typically plans for whole school themed days and events that parents/carers are encouraged to join and we hold an Celebration Day is in the summer term where parents are invited to come into school, meet the class teacher and discuss their child's progress and review the work that they

have completed throughout the year. We are always available to discuss issues within the home and this can, if parents agree, lead to support from external agencies. Some families need extra help with form filling, and we have an identified member of staff who will support parents with this. We have a parent volunteer who will support parents (at their request) to understand and complete forms (where Polish is their first language).

We always endeavour to make our decisions in the best interests of our young people and wish to involve our families as much as possible especially in planning for the future. Parents are encouraged to be actively involved and participate in the wider life of the school.

At school, the teaching staff make informed decisions about the education of our pupils every day. We always make these decisions in the best interests of our young people, and we wish to involve our families as much as possible. Sometimes, a family, may be unsure about what is going on in school or may feel that they need to discuss an issue with us. If this is the case, we prefer them to contact us as soon as possible as it is much easier to address current issues as opposed to past concerns.

Complaints from parents/carers

If parents have a concern about anything, they are welcome to contact us by telephone, in person or in writing via class dojo to the child's class teacher. If parents/carers wish to meet with a member of staff they should contact the school office who will arrange a mutually convenient date and time. Most concerns or complaints will be sorted out quickly either by putting things right or by explaining the school's actions to you. If a concern has been raised but parents/carers are but are not satisfied with how we have responded, they may wish to make a complaint. We have a complaints procedure (as required by law) to make sure we respond to complaints in the best possible way. The complaints procedure, which is available on our website or in hard copy from the school office provides detail on this process.

Transition

Parents are welcome to undertake a without prejudice visit (WPV) to school to see what our school offers for Reception and Year 11 pupils. This begins with invitation to an Open Morning to see our provision in action.

Once a place has been agreed, parent and carers are invited to an initial transition meeting. All new parents/carers complete information sheets detailing contact information, permissions, medication and most importantly key information about their child that they want us school to know. Children who are starting school in September will be invited to taster sessions during late summer term. Children joining EYFS have a phased entry of half days over a 2-week period.

In exceedingly rare cases where pupils join us at other points in their school career there is the opportunity to have a taster session(s). Staff will contact their previous school, and a Transition is planned carefully with parents which takes pupils' individual needs into account.

As pupils move within and through age-phases information sharing is key to ensuring a smooth transition and ideally key staff have an opportunity to observe pupils in their previous class. Where appropriate or necessary staff may move class to support pupils during this transition.

For students joining the post 16 provision, parents and students are invited to an information evening where they are given detailed information about the curriculum that young adults will access. Transition to the Loyne FE Centre is planned collaboratively with feeder schools and students are supported carefully during these visits.

All FE students have a focus on independence and living skills throughout the curriculum and practise skills in these areas. Work related learning forms a significant element of the curriculum for students in the Loyne FE Centre. As a school we believe in maximising independence and wherever possible we encourage our students to be as independent as possible. Students are given opportunities to apply for a 'job' within school and if it is envisaged a young person will have the capability to travel independently, a carefully planned travel training programme will be put in place in negotiation with parents/ carers. They are asked to apply, attend an interview and participate in training. Staff support students who are interested in gaining paid employment. The Annual Review process for post 16 students provides a valuable opportunity to discuss transition plans for future school leavers (for more information on how we support pupils preparing for adulthood refer to the FE policy available on the school website).

Headteacher: Susan Campbell
Governor for SEND: Dr. Ann-Marie Houghton

The Loyne's Local Offer
The local offer can be viewed and downloaded on the schools' website.
https://www.loyneschool.org.uk/statutory-information/
Lancashire's Local Offer
https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/

North Yorkshire's Local Offer
https://www.northyorks.gov.uk/send-local-offer

Cumbria's Local Offer
https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5

The information detailed in the SEN report meets the legislative requirements set out in schedule 1 of the Special Educational Needs and Disability (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

Annually reviewed and updated by Susan Campbell and Ann-Marie Houghton (SEN Governor)

Dated review: December 2025
Date of next review: December 2026