SEN Information Report

May 2026

Document Control	
Version	1.0
Previous version location	SharePoint
Reviewed by	SENDCO
Review date	May 2026
Considered/Endorsed by	Interim Executive Principal & Interim Associate Principal
Approved by	SFSS Trustee Committee
Principal Source(s)	SEND Code of Practice
Approved date	June 2026
Next review date	June 2027
Officer responsible	SENDCO and Assistant Principal (SEN)

1. **What types of special educational needs do we provide for in our school?**

Lighthouse School is a specialist provision for autistic young people aged 11-19. As many conditions co-occur with Autism, we have provided for students with additional needs that have included:

- Social, Emotional and Mental Health Needs,
- Moderate learning difficulties,
- Visual/ Hearing Impairments,
- Dyspraxia,
- ADHD,
- Dyslexia,
- Hypermobility.

Many of our students have additional medical needs, which includes:

- Epilepsy,
- Diabetes,
- Asthma,
- Incontinence,
- Gastrointestinal problems,
- Sleep disorders.

2. **How do we identify students' special educational needs?**

Students will initially have their individual needs identified through their EHCP, which is reviewed annually. Upon a child starting with us we require additional support and information from:

- Their previous setting,
- Baseline assessments completed by all students in core subjects,
- Baseline Speech and Language Therapy assessment,
- Formative and summative assessments,
- Feedback from teaching staff,
- Observations of students,
- Concerns raised by parents/ carers,
- Self-referral from students,
- Recommendations from external agencies,
- Undertaking more in-depth individual assessments,
- Involving an external agency to undertake a specialist assessment, e.g. SENIT, Educational Psychologist, Occupational Therapist,
- AET framework.

3. **How do we know what progress your children are making and how we keep you and them informed? How do we help you to support your child's learning?**

A home/school agreement sets out how school works with families and our expectations of how we would like parents and carers to work with school. School offers a wide range of opportunities to help you support your child that includes:

- Parents and carers Progress Review Day with the opportunity to speak with specialist subject teachers, wellbeing staff and our speech and language therapists.
- Integrated assessment for annual review, including progress towards EHCP outcomes and academic progress.
- Parents and carers attend the annual review of the EHCP and contribute to the development of outcomes for the forthcoming year.
- The school website has links to useful external websites and resources.
- Regular contact with form tutors by email or telephone.
- Termly school newsletter.
- Opportunity to access the in-house Teen Life programme (Years 7-11).
- Beacon family support within school, including signposting, social events, parent hub information sessions and a private Facebook group for Lighthouse parents.

- It is important that the skills students are taught at school are practised at home, where possible, such as life skills. Training can be provided for parents and carers to understand the techniques used in school. This ensures that parents and carers can support their child in transferring their learning into home and community settings.

4. How do we consult with young people with special educational needs and involve them in their education?

- Students contribute to writing their one-page profiles.
- All students are encouraged to attend their EHCP annual review. Students can contribute their views in a variety of ways, including photos, written comments and verbally.
- Students are involved in school decision making through the School Council. Committee members are chosen by their peers, ensuring student voice is heard in school. School council is made up of students from each year group within school.
- From Year 9 onwards, students have access to an independent careers interview.
- All students have a form tutor that can advocate on their behalf.
- School's marking policy ensures students are involved in reviewing their work - 1-2-1 in feedback sessions during lessons.

5. How do we support young people with SEN and adapt teaching to best support them?

- All students have individual outcomes identified in their EHCP that they work towards throughout each academic year.
- All planning is differentiated within each class to meet the needs of individual students.
- Versatile teaching strategies to meet the needs and interests of individual students.
- Students work in small groups.
- The SaLT team work collaboratively with all Lighthouse School cornerstones to ensure SaLT approaches are effectively embedded in all teaching and learning.
- Students may require small group or individual intervention when a need has been identified.
- All students have access to wellbeing lessons
- All students access timetabled community access lessons.
- All students have access to independent living skills teaching, including independent travel training.
- Interventions are timetabled according to the provisions specified in Section F of students' EHCP's.
- School staff are supported by external agencies, when a need is identified.
- Students will be provided with reasonable adjustments, to overcome any disadvantage experienced and increase their access to the curriculum, (for example access to a laptop).
- Access arrangements in place for tests and exams.
- Bespoke curriculum dependent on need.
- Support with personal care and medical needs, through individual healthcare plans (IHP's and intimate care plans).

6. How have decisions been made to adapt the curriculum or change the learning environment to best meet your children's needs?

- Low arousal learning environment.
- Limited visual distraction in classrooms, (e.g. displays on walls).
- Limited auditory distraction (e.g. no school bells).
- Low level lighting.
- Student access to the flat to practice independent living skills.
- Medical room.
- Hygiene suites to support with personal care.
- Adapted equipment in the play area outside.
- Access to calm areas in each classroom.
- Access to a wellbeing suite.
- Sensory rooms.
- Seating areas within school.
- Seating plans within lessons.

- Fully equipped Science lab, Art room and Food Technology room.
- The majority of classrooms have access to the outside areas.
- Sound proofing of the hall.
- Community lessons.
- Access to ear defenders and fidget toys in all classrooms.
- Access to sloping boards, wedge and disco cushions.
- Access to laptops, coloured overlays if required.

7. How are staff in the school supported to work with young people with special educational needs and what training do they receive?

- A Continual Professional Development (CPD) accredited programme is available to all staff by the in-house Training Team.
- School accesses relevant external training and conferences by local providers, e.g. NAS conferences, and can facilitate Teen Life training.
- School takes part in network meetings to share best practice.
- All staff have completed Team Teach training and take part in regular refresher sessions (Positive Handling)
- All staff complete online Asthma, Diabetes, Epilepsy and allergy training.
- Staff receive medical training if they are working with students with a specific need, for example PEG training, Buccal Midazolam, Diabetes Level 3 training.
- Robust performance management for all staff within school.
- All new staff complete induction training.
- All staff complete SLT training (minimum four sessions).
- All staff complete Smartlog training, which includes Health & Safety, Asthma and Diabetes training..
- Regular support for staff through Team Around the Child meetings (TAC).
- A minimum of 5 Training days per academic year.
- Access to supervision sessions provided by external providers.
- 24-hour support for staff from Employee Assistance Programme.
- Support from the SILC Cluster and access to services.

8. When we have needed expert advice and support how have we secured that and what services have they provided?

- We have 1 in-house Speech & Language Therapists.
- School receives regular support from an externa Educational Psychologist.
- Support from Peaces-Child and Adolescent Psychoanalytic Psychotherapist 2 days a week.
- Support from 2 occupational therapists from Juniper Tree Therapy 1 day a week
- Support from North Point
- School works with a wide range of professionals to ensure the best support for students. This includes:
    - Visual Impairment Team (VIT),
    - Deaf & Hearing-Impaired Team (DAHIT),
    - SEN & Inclusion Team (SENIT),
    - Physiotherapy Service,
    - Health professionals from community nursing team, e.g. diabetes nurse, Asthma training,
    - Child & Adolescent Mental Health Service (CAMHS),
    - Attendance support from the cluster,
    - Social services,
    - GP's or Medical professionals.

9. How do we evaluate the effectiveness of the provision for how well we are doing in meeting the needs of students with SEND?

- Termly classroom observations by the senior and middle leadership teams.
- Termly scrutiny of work by the senior and middle leadership teams.

- Termly learning walks by the senior and middle leadership teams.
- Monitoring of student's progress to identify students not making expected progress.
- Every student has an Education, Health & Care Plan (EHCP), which is reviewed annually.
- Student and parent contributions to annual EHCP reviews.
- Attendance and behaviour records.
- Parent and students views are gathered through surveys, i.e. parent and student voice
- Quality assurance by school trustees in termly committee meetings and trustee visits.
- Student voice / student council.
- SALT assessments.

10. How do we ensure that your children are included in activities outside the classroom, including physical activities and school trips?

- Risk assessments are carried out before any off-site activity and procedures put in place to enable all students to participate in all activities.
- Students have access to SHINE activities after school and during the Summer holidays.
- Pupil Premium (PP) funding assists PP students to access SHINE activities.
- School ensures an adequate number of staff are trained in first aid and specific medical needs to ensure they can support individual students with medical needs.

11. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

School's vision is to deliver transformative experiences, that are destination led, for all our students and their families. We are committed to inspiring and enabling our students, delivering meaningful skills for life in a holistic, nurturing, and stimulating learning environment. This is achieved through:

- Timetabled supported lessons in the community .
- Timetabled Independent Living Skills lessons, we have a 'flat' in school where students can practice these skills.
- EHCP annual reviews focus on preparation for adulthood from Year 9 onwards and outcomes are shaped with the student and their family. Outcomes reflect the 4 areas for preparation for adulthood, employment, independent living, healthy living and community and relationships.
- Yearly careers meetings from Year 9 onwards.
- Transition planning for students leaving Lighthouse school.
- Next steps meeting with SENDCO and KS5/Employability manager in October each year, available for students in Year 11 and above, for parents to discuss options after Lighthouse.
- Key Stage 4 and 5 students access work related learning and further education provisions including colleges tasters, The Shed, Lotherton Hall and The Grand Theatre.
- Career Education Programme across school. School employs a quality Careers Advisor.
- Alumni sessions support current students to understand options available by hearing from Lighthouse graduates.
- Timetabled Futures skills lessons in all key stages.
- SHINE activities after school and in the school holidays.
- School works closely with Lighthouse Futures Trust (LFT), a registered charity founded by the Chair of Trustees that delivers engaging employability programmes which include opportunities to work with a range of local employers via a supported internship. The curriculum focuses on Liveability and Employability for students aged 18 and over and a bespoke programme is created with combines a range of different elements including: working on-site at a range of local employers; 1-2-1 coaching & mentoring; group work; support in gaining qualifications in Maths and English; participating in an enterprise project where they learn to create and launch a new product and service. LFT aim to impart key business skills through a series of micro-businesses where interns can develop in a highly-supported environment and learn customer service skills, supply chain knowledge, barista skills, work-based skills, social media and marketing skills.

12. How do we provide for your children's overall wellbeing to improve their social and emotional development?

- Designated Restorative Practice Coordinator and team of Wellbeing Tutors.
- Wellbeing staff support students and staff throughout school.
- Comprehensive safeguarding policy and procedures in place.
- School are Mindmate Champions.
- All students have access to a Wellbeing Curriculum linked to the AET Framework.
- Student voice through School Council.
- We embed RSHE topics into our curriculum and throughout school life.
- Restorative practice measures embedded in the behaviour and anti- bullying policy.
- Individual interventions.

13. How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?

- Hygiene suite for students requiring support with personal care.
- Specialist equipment is provided for individual students e.g. writing slopes.
- Dedicated disabled parking close to school.
- Disabled toilet for students and visitors.
- Medical room to enable safe place for insulin testing/ injections.
- School's Accessibility Plan describes the actions we have taken to increase access to the environment, the curriculum, and access to printed information available via the school website.
- Lift to the second and third floors.

14. What are our admission arrangements for young people who are disabled and how do we prepare and support your children when joining the school and moving on from the school?

- Students are supported by a dedicated Transition Team and a Transitions Coordinator.
- Students are admitted to the school in line with the Admissions Policy. All students have an Educational Health & Care Plan (EHCP) and a diagnosis of Autism. Following consultation with Lighthouse School, the students' Local Authority (LA) will follow their statutory obligations before naming Lighthouse School on the students' EHCP.
- As part of the LA Local Offer and Lighthouse School SEN information, there are details that identify the profile of the school and an outline of the needs of students; for whom Lighthouse School is best able to provide. It includes details about the school and the curriculum offer.
- School will ensure smooth transitions from the previous phase of education and from our school into the next phase of education.
- A thorough transition plan will be produced with specific responsibilities identified.

15. Who can you contact for further information?

SENDCO: Tracy O'Brien
Email: tracy.obrien@lighthouseschool.co.uk Tel: 0113 457 0605

16. What are our arrangements for handling complaints from parents of children with SEND about our provision?

If there are any complaints relating to the provision for students, these will be dealt in accordance with our Complaints Policy. The trustee with responsibility for SEN may be involved if necessary. In the case of an unresolved complaint we will follow the procedures as set out in our Complaints Policy: https://www.lighthouseschool.co.uk/Policies/

Complaints about services delivered by other providers who use school premises or facilities should be directed to the provider concerned.