



LWS Academy Trust

Montefiore Drive, Sarisbury Green, Southampton, SO31 7NL.

SPECIAL EDUCATIONAL NEEDS POLICY

LWS Academy is a special school for students with Social Emotional and Mental Health difficulties (SEMH). All students at LWS have a SEMH identified need within their Education, Health and Care plan (EHCP). Our students have complex difficulties which often present further SEN need, both identified and undiagnosed. Other SEN needs may only become apparent once the students' SEMH need is being supported and they begin to progress socially and emotionally. Some students have other associated difficulties identified on their Education Health and Care Plans (EHCPs) and may include, ADHD, Asperger's/autism, LD, sensory impairment, drug/alcohol dependency, speech and language needs, literacy and numeracy delay etc. **Supplementary information for the SEN Policy can be found on website outlining our local offer and the statement for tribunal hearings found in appendix 1.**

AIMS

- To organise the Academy in such a way that students with SEMH difficulties are motivated/encouraged and provided with opportunities that enabled them achieve success and positive outcomes.
- To help students manage their social, emotional and behavioural difficulties
- To identify and address other learning difficulties, in particular literacy and numeracy difficulties.
- Attempt to remove the barriers to learning and facilitate student progress.
- Prepare students for the next stages in their education.

LWS achieves this by providing

- A 'Tailored' curriculum to the individual student that blends academic and targeted interventions for teaching and therapeutic support. A personalised education journey.
- Intervention team and student support services.
- Creative and innovative curriculum and approach to teaching and learning.
- EHCP planning and updates.

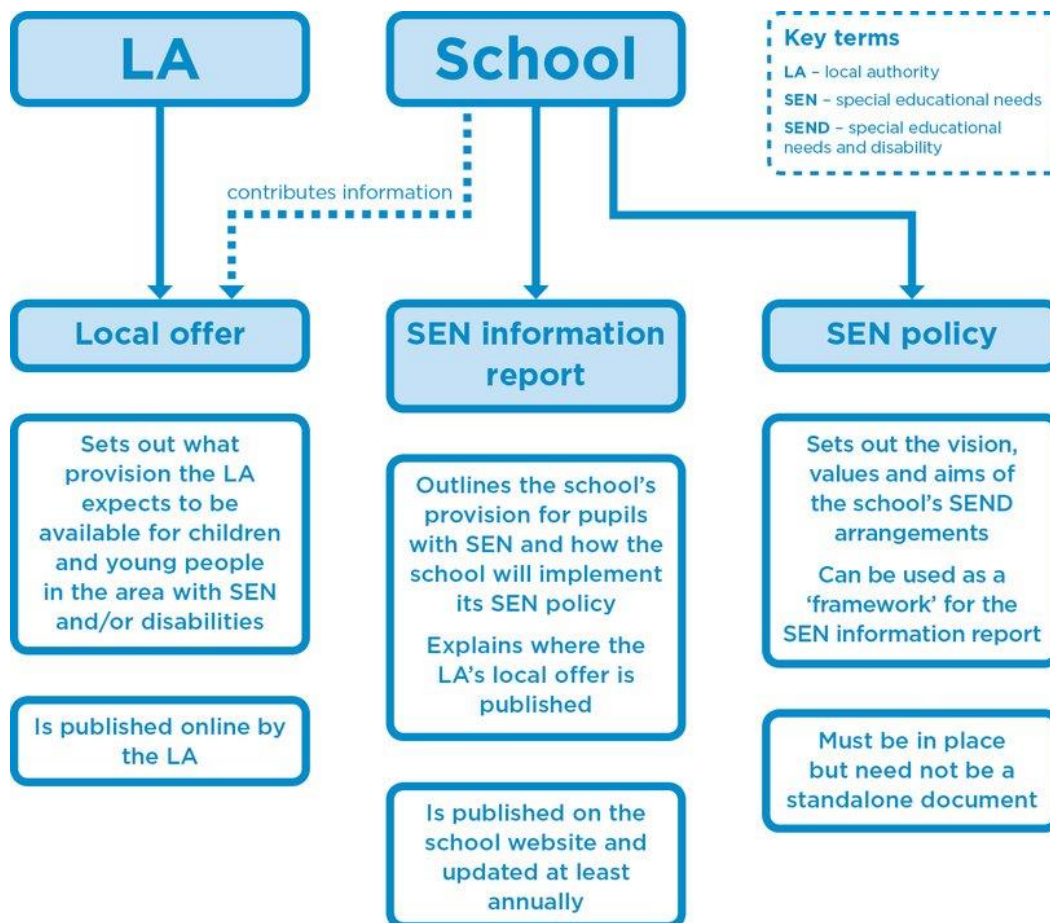


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- Delivering a comprehensive 'Local offer' for SEN with the support of the LA – outlined on website.
- Highly qualified and specialist staff for young people with SEMH needs.
- A happy, safe and organised learning environment.
- Clear home-school agreement.
- Opportunities for students to experience beyond a traditional learning curriculum.
- Personalised targets and differentiation for all students across all subjects.
- Multi-agency support.
- Regular communication between home and school.
- Real-time tracking of student performance.
- Annual and termly reviews between school and home.
- Clear expectations and policies that aim to support the development of the young person at LWS.

The flow chart below clearly identifies where the SEN policy fits within the 2016 expected framework for SEN in schools.





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Adopted by Governing Body _____

Review Date:	Reviewed:	Signed:
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Appendix 1 - Statement from LWS Academy for tribunal hearings

LWS Academy is a special school for students who have an EHCP with a primary need identified as Social, Emotional and Mental Health (SEMH). LWS has a comprehensive offer for students with SEMH and provides a curriculum personalised to the student need. The LWS curriculum is divided into three key areas; academic, therapeutic and pathways provision – combined they provide a ‘tailored’ curriculum for each individual student. Our methodology and approach builds upon ‘attachment’ theory and best practise.

All details of our local offer can be found on our website; however these are some of the our key highlights

- Our Academic curriculum includes English, Maths, Science, PE, Art, design technology, personal social education, life skills and project based learning through STEM, Create and Health.
- The Therapeutic interventions on offer subject to student specific need include; Speech and language therapy, Social Skills, Therapeutic story writing, Mindfulness, Psychotherapy, Educational Psychologist, Art therapy, home school link, targeted interventions and activities.
- ‘Pathways’ provide opportunities for education beyond LWS – Colleges, work experience and other quality assured providers.
- Delta group who benefit from a defined nurture approach. This environment supports some of our most vulnerable students who need additional support to access a secondary curriculum model.
- Due to the unique nature of our ‘Tailored’ curriculum student to staff ratios in key stage 3 range from 1:1 to a maximum of 4:1.
- Our student population can be fluid, however average EHCP diagnosed identified needs are (July 2016)

Behaviour	Emotional	Social	Speech, Language and Numeracy	ADHD	ASD/ Asperger’s	Various -ODD -Tourette’s -Post traumatic stress -Anxiety
82%	80%	78%	73%	41%	18%	62%

- The staff consists of 11 specialist teachers (9 fully qualified QTS and 2 unqualified) and 8 specialist support staff.



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We are not a purpose built site for SEMH. Established in 1996 LWS adopted a Victorian hospital school building, which we have modified to best meet need. We do have 2 satellite hubs that we use to educate students located in Gosport and Fareham.