

LPA SEND Information Report



Creation
January 2025



date:

Implementation Date: January 2025

Review Frequency: Annually

Last reviewed: April 2024

Approval:

Lansdown Park is an Early Intervention Base and Pupil Referral Unit offering a short-term learning provision to support students who are finding mainstream provision challenging and have been permanently excluded or are at risk of exclusion.

Lansdown Park is a provision which supports the following areas of need:

- Social, emotional and mental health
- Cognition and learning
- Communication and interaction
- Sensory and Physical impairments

Lansdown Park provides a learning environment in which belonging is a focus of what we do, and the expertise of staff ensure that student's needs are identified and met through a range of interventions alongside a curriculum to support reintegration back to mainstream. We cater to the diverse needs of primary and secondary-aged children, ensuring every student receives the tailored support they require.

Contacts for the SEND staff team:

SENCO	Esther Stephens	Esther.stephens@clf.uk
Assistant SENCO	Jordan Anstey	Jordan.anstey@clf.uk

How Lansdown Park supports with identifying need:

- Baseline assessments upon entry in the areas of reading, spelling, maths, cognitive ability, speech and language and sensory.
- A collaborative approach from all school staff in observing and referring pupils
- Input from parents and carers
- Through liaison with previous schools. We work closely with schools transferring documents that are vital in establishing main areas of need
- Additional assessments and consults from outside agencies may be required to identify specific difficulties and implement further strategies. External agencies we work with include Educational Psychologists and Speech and Language Therapists. Mid-point reviews are held between school staff and parents/carers to discuss progress and review their support package.

How Lansdown Park will arrange consulting with parents about their young person's education and assessing and reviewing progress towards outcomes.

- Parents/carers are invited to a school tour where parents/carers can see the facilities and the provisions available.
- Parents are contacted at the end of each day with feedback from staff

- Mid-point review meetings are booked mid-way through the placement with parents/carers, school staff and where applicable staff from mainstream 'home' schools to discuss progress, identified need and implemented strategies.
- Where an external agency has worked with a pupil then parents will be invited to a meeting or talked with via a phone call by the school SENCo to discuss the report.
- The school SENCo will work with parents to capture their views when an EHCP application is made and kept updated through the process.

How will Lansdown Park arrange consulting with my son / daughter and involved them in their education and assessing and reviewing progress towards outcomes?

Lansdown Park ensures a child centred approach is taken, meaning that the student is involved in the making of their pupil passport, through a member of the SEND team meeting with them and capturing their views. The student is also asked their views on their progress and what is and is not working well by their tutor in regular check ins. In addition to the above contact, for students with EHCP's, a member of the SEND team will work through the students' views and help them to capture them on the annual review paperwork.

Secondary school transition and reintegration

Transitioning to the next educational setting at the end of a placement is a key component of the support provided at Lansdown Park. Staff work collaboratively with schools and parents/carers to ensure the seamless transfer of relevant information. This process is designed to help the pupil feel informed, supported, and confident about their next steps, ensuring continuity of care and a smooth transition experience.

Primary school transition and reintegration

At the conclusion of a placement, pupils, parents/carers, and staff from the 'home' schools are invited to a celebration brunch. This reflective event provides an opportunity to bring closure to the placement and celebrate the pupil's achievements.

Following the placement, Lansdown Park Academy collaborates closely with mainstream schools to implement an outreach timetable. LPA staff visit pupils and work in partnership with mainstream school staff to ensure a smooth and well-supported transition to the new educational setting.

How accessible is the school environment?

We will always do our best to meet the need, and we are always happy to discuss individual access requirements, however, not all the buildings are accessible for wheelchairs.

Approach to Teaching

At Lansdown Park Academy, our approach to teaching is underpinned by a commitment to providing a supportive, individualized, and inclusive learning environment that meets the diverse needs of our pupils. We recognize that each pupil brings unique experiences, strengths, and challenges, and we tailor our teaching strategies to promote engagement and meet the needs of our pupils.

Personalized Learning:

Lessons are carefully planned to align with each pupil's specific needs. We use assessment data and regular reviews to adapt teaching methods and ensure that learning remains relevant and accessible.

Trauma-Informed Practice:

Our staff are trained to understand the impact of trauma on learning and behaviour. A nurturing approach helps build trust and resilience, creating a safe space where pupils feel valued and supported.

Positive Behaviour Support:

We foster a culture of encouragement and positivity. Clear expectations, consistent boundaries, and restorative practices are central to managing behaviour and promoting self-regulation and responsibility.

Active and Engaging Methods:

Teaching incorporates practical, hands-on activities, collaborative tasks, and creative approaches to make learning stimulating and meaningful. This includes outdoor learning, project-based tasks, and the integration of technology.

Social and Emotional Development:

Alongside academic teaching, we prioritize the development of emotional literacy, communication skills, and self-regulation. Pupils engage in structured sessions that build confidence, self-awareness, and interpersonal skills.

Curriculum Delivery

Our curriculum is broad, balanced, and differentiated to meet the needs of pupils at varying stages of their learning journey. Core subjects such as English, Mathematics, and Science are complemented by enrichment activities, vocational opportunities, and life skills programs.

Collaboration and Outreach

Close collaboration with mainstream schools, parents/carers, and external agencies ensures that teaching at Lansdown Park Academy is part of a cohesive, joined-up approach. Our goal is to prepare pupils for a successful return to mainstream education or a transition to the next appropriate setting.

How staff at Lansdown Park develop their expertise and receive training to support the students.

- Whole staff training completed regularly on specific special educational needs which is relevant to current need.
- All staff have received trauma informed training
- Staff specifically trained for Thrive, ELSA and drawing and talking
- A weekly SEND pupil focus is shared with all staff, highlighting one student, their specific needs, strategies for effective support, and guidance on accessing internal resources.
- SEND bulletin sent to all staff weekly to share the focus of the week.
- BI-weekly key stage meetings to support staff about specific students; needs and provide opportunity for staff to strategize and share good practice.

What support will be for my son / daughter's wellbeing?

The school offers a range of pastoral support for students who are encountering emotional difficulties. This could be through 1:1 discussion with the tutor or one of the SEND team. We run a wide range of therapeutic approach interventions which are delivered regularly based on each student's needs. On occasions it will be necessary to get support from elsewhere e.g. the School Nurse, Mentoring Plus. Referrals may also be made by school, by parents / carers or the GP to CAMHS (Child & Adolescent Health Service). Where a student is struggling to manage their anger and/ or behaviour, support and interventions are provided through the regulation rooms.

How is impact of the provision at Lansdown Park monitored and evaluated?

Progress is tracked

The impact of SEN provision in a Pupil Referral Unit (PRU) is monitored through continuous assessment, data analysis, and regular reviews of pupil progress. Attendance, behaviour, and emotional well-being are also monitored to assess the broader impact of interventions. Regular meetings with staff, external professionals, parents, and the pupils themselves provide qualitative insights, ensuring a holistic understanding of progress. Adjustments are made where necessary to improve outcomes and ensure that provision remains effective in meeting pupils' needs.

How will the school work with other bodies and agencies?

The support we offer is supplemented by a range of external agencies, as appropriate to the student's needs. These include: Speech and Language Therapist, Educational Psychologists, the school nursing team, CAMHS, Bristol Drugs project and local authorities.

SASS- [Specialist Autism Support Service « Fosseway \(fossewayschool.co.uk\)](https://fossewayschool.co.uk) The Specialist Autism Support Service offers support to families with children with autism in BANES. Schools can refer to the service for them to work with children with autism but parents / carers can directly contact them.

Rainbow resources- [Rainbow Resource :: Home](https://rainbowresources.co.uk) Rainbow resources is a website that offers support and guidance for all Special Educational Needs for BANES residents. It can offer guidance on what to do if you think your child has SEND and where to get support. It also offers you a Free Rainbow Resource Card which gives you free or reduced admission to certain leisure venues and attractions.

IPSEA- Independent Provider of Special Education Advice, <https://www.ipsea.org.uk/> They are a charity which offers free and independent legal advice for young people with special educational needs and their families. They offer training for parents as well.

As a school we work with the BANES and Bristol Local Authority. Below are the links to Bristol webpages where they offer advice and guidance.

You can access what BANES has to offer for SEND pupils here: [Get help for children or young people with additional needs \(SEND\) | Bath and North East Somerset Council \(bathnes.gov.uk\)](#)

You can access what Bristol has to offer for SEND pupils here: [Special educational needs and disability - bristol.gov.uk](#)

Complaints:

Academy Name: Lansdown Park Academy

Complaints Coordinator: Hannah Scott

Contact details for Academy Complaints Coordinator: 0117 9038071

CLF Details

The Head of Governance is the nominated Complaints Officer of the Federation and has responsibility for the operation and management of the Federation complaints procedure.

Head of Governance: Elizabeth Tincknell

Contact details: Cabot Learning Federation, King's Oak Academy, Brook Road, Bristol BS15 4JT

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