

LVS Oxford – Compliance with the Children and Families Act 2014 section 69 (3): the special educational needs (information) regulations 2014)

Requirements	Compliance
1. The type of SEN provision made	http://www.lvs-oxford.org.uk/admissions--policies/10619.html
2. The school's identification and assessment policies	N/A as we are neither a nursery nor a mainstream school.
3. School's policies for making provision for all pupils with SEN	This appears to apply to a mainstream school. As a specialist our whole provision is for pupils with SEN.
a) How the school evaluates the effectiveness of provision for SEN	How the school will monitor the provision is detailed in the statement and reviewed annually. With all the professionals involved the young person's care provision will be reviewed against the Statement or EHC to ensure that it is effectively meeting the objectives stated.
b) Arrangements for assessing and reviewing progress	There are regular meetings between members of the leadership team and class teachers to set targets for progress for each learner and this is reviewed every 6 weeks. Baseline assessments are done at the beginning of each academic year so that targets are set for the coming academic year and in July an end of academic year report is compiled for each learner detailing their progress and attainment of the academic year.
c) Approach to teaching pupils with SEN	http://www.lvs-oxford.org.uk/our-approach/10603.html
d) How the school adapts the curriculum/learning environment for SEN pupils	The school works with a range of professionals to ensure that each learner's individual learning needs are met including SALT, OT and this is detailed in their internal educational health and care plan.
e) Additional support for learning available to SEN pupils.	Classes have a maximum of 8 learners to a class with a teacher and teaching assistant. Additional support is available with small intervention groups and support from other professionals within the school as identified.
f) How school enables SEN pupils to engage in all activities of the school	All learners at the school are supported to access all areas of the curriculum and where necessary additional support will be put in place to ensure this.
g) Support available for improving the emotional, mental and social development of SEN pupils.	http://www.lvs-oxford.org.uk/care-and-therapy/10626.html Small groups are run on a weekly basis to address recognition of emotions, social interaction skills and one to one dedicated time with the class tutor to enable young people to raise any concerns or worries that they may have. If necessary additional professional support will then be put in place.
4. The SEN Coordinator's name and contact details.	N/A as we are neither a nursery nor a mainstream school.
5. Information on staff expertise their training, and how specialist support will be secured.	http://www.lvs-oxford.org.uk/our-staff/10607.html
6. Information on equipment and facilities to support SEN pupils and how this will be secured.	Any specialist equipment recommended by therapists, dyslexia specialists or other professionals as required by learners at the school will be provided by the school in liaison with the placing authority.
7. Arrangements for consulting parents of pupils with SEN about, and involving them in their education	Parents are invited to attend three progress meetings per year where discussions are had regarding targets set for their child in addition they can attend social events and speak to staff regarding any concerns. We also operate an open door policy so that parents are able to contact the school at any time to discuss their child's education.
8. Arrangements for consulting pupils and involving them in their education.	Learners are involved in agreeing their targets and the support that they will need to achieve these. Once learners reach 14 discussions are had with regards to their aspirations, a post 19 and a transition plan is drawn up which is regularly reviewed with the learner, their parents, school staff and the placing authority. There is an active school council with representatives meeting on a regular basis to suggest improvements in the

	environment and the overall education that the young people receive.
9. Governing body arrangements for the treatment of parental/pupil complaints concerning the school's provision	http://www.lvs-oxford.org.uk/policies/10632.html
10. How the governing body involves other bodies, (health, social care LA support services and voluntary organisations) in meeting their needs	The governing body and the school work very closely with placing authorities, social care, child and adolescent mental health and other voluntary organisations to ensure that every learner has the best support possible to achieve their desired outcomes.
11. The contact details of support services for parents of SEN pupils	http://www.lvs-oxford.org.uk/other-useful-organisations/10631.html We have some links to useful organisations but I suspect this is not enough.
12. The school's transition arrangements for SEN pupils	See question 8 for transitioning from school. For young people transitioning into the school staff work closely with parents and the young person to agree the individual transition plan them, as each individuals needs are specific and impacted by their diagnoses.
13. Link to the authority's local offer	See below:

LVS Oxford school for students with autism and Asperger's opens September 2014. Providing day education and weekly residential places for youngsters aged 11-19. It will follow the successful LVS Hassocks' model operating since 2010. In addition to autism and Asperger's it will provide support for associated specific learning difficulties such as Dyslexia, Dyscalculia, Dyspraxia, ADHD and OCD.

The schools' approach is focused on building life skills and educational achievements with the aim of equipping students for independent living when they leave school.

Experience shows that students, parents and local authorities value the specialist care and innovative approach to helping young people reach their potential offered. It combines specialist learning methods, real work and employability skills and the promotion of self-awareness, health and wellbeing

We deliver a curriculum we believe really supports young people with this diagnosis, focusing on Whole Health Learning (ensuring they are physically and mentally healthy and have the stamina to sustain work), Connected Learning (providing concrete learning opportunities that make sense) and Real World Learning (providing opportunities to take embedded skills into the work place and community).

Supported by excellent pastoral care, the school encourages independence healthy lifestyles with students learning life-skills outside of the classroom in a safe and secure environment. There is on-site speech, language and occupational therapists, dedicated chefs and practical instructors delivering the vocational skills to give focus to development students as individuals.

The school is under the direction of Sarah Sherwood, Director of Special Educational Needs. Her team are experienced specialists, with an excellent understanding of the nature of autism spectrum disorders, Aspergers syndrome, dyslexia and related conditions, and their impact on effective learning. Sarah and her staff are passionate about ensuring these young people have relevant learning opportunities in an environment that recognises the challenges they face on a daily basis and provides them with strategies to manage.

The schools' approach also intends to support and equip parents to continue the learning strategies at home. Parents will be assisted with structured teaching, managing behaviour and dealing with anxiety.

The campus is a converted Priory providing residential and day places within a purpose designed work environment, all set within a tranquil and relaxing green campus.

Students benefit from excellent facilities supported by areas for practical learning and health related activities, including: sports fields, school garden and teaching kitchen.

There are dedicated suites for speech, language and occupational therapies, as well as a relaxing massage room where our students benefit from sensory sessions to promote well being and health.

We feel our approach to working with young people with autism spectrum disorder (ASD) is unique because we are preparing them for work. Current research shows that only 15% of young people with an autism spectrum diagnosis are in sustained, full-time employment and we are passionate about changing that statistic.

<http://www.lvs-oxford.org.uk> 01865 595170 enquiries@lvs-oxford.org.uk.