

Context

The Lion Works School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal, Links:

Structure	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
Positive (approaches and expectations)	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
Empathy	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
Low arousal	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
Links	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

Current Ofsted Rating

Requires Improvement: November 2023

School Information and Location

The Lion Works School is an independent special school for students aged 11-18. We are a fully inclusive school and we celebrate diversity and embrace difference. We see every student as a unique individual with their wellbeing and academic achievement at the core of our service delivery. Our primary designation is for students with an Education, Health and Care Plan (EHCP) and with a diagnosis of ASD, but we also support a range of special educational needs including emotionally based school avoidance.

We welcome students from a wide geographical area and receive placements from three separate local authorities: Bournemouth, Christchurch and Poole (BCP), Dorset and Hampshire. The Lion Works School is situated in the middle of Wallisdown Road and is easily accessible by public transport, walking or cycling. However, the majority of our students utilise private transport or are brought in and collected by their parents.

What is our standard admissions number?

The Lion Works School has admissions approval for 70 places. However, due to a range of building work and alterations to enhance learning spaces the school no longer intends to offer this number of spaces on its current school site. The school at present intends to offer a maximum of 56 spaces across KS3, KS4 and Post 16 Provision.

What is our admission criteria and procedure?

- All pupils have an Education, Health and Care Plan (EHCP)
- The Local Authority will consult with us to see if we can meet needs. This is usually at the request of a parent or guardian.
- The school performs a paper-based assessment as to the availability of spaces and the likelihood of being able to meet the prospective student's needs.
- If the admissions administrator believes the school may be able to meet needs and a place is available, the admissions request will go to the Headteacher. The school will offer an assessment process over two days.
- After the assessment days are complete, a report will be written and returned to the SEND Case Officer with costings for the provision and any additional considerations made if we think we can still meet the needs of the prospective student.
- The SEND Case Officer will then take this report to the SEND panel for an agreement of placement funding.
- When this is agreed, we will make a transition plan with parents/carers and the student.
- Admissions may be made at any time during the school year.
- All admissions are made in accordance with the current legislation relating to pupils with special educational needs and disabilities.
- Places will be allocated on vacancies within groups rather than overall vacancies within the school.
- The school has a robust Equality Policy and no student will be discriminated against on the grounds of any protected characteristics

What do we offer in terms of Additional Curriculum/Extended Provision?

The Lion Works School offers a broad and balanced curriculum that provides the core subjects of English, Maths and Science to all students and up to GCSE Level. This curriculum can be highly adapted and personalised to meet the needs of all our students.

The school utilises external specialists to provide Outdoor Education and offers a wide range of opportunities including surfing, sailing, camp craft and axe throwing! We also offer the Duke of Edinburgh scheme at Bronze and Silver level. KS3 enjoy an 'Horizon's Afternoon' where they can choose from options tailored to their interests and that are reviewed and updated every half-term.

What is the school's policy for assessing and reviewing the progress of pupils?

Please refer to our Assessment Policy for further information. All students attending The Lion Works School have an EHCP. EHCP outcomes are regularly reviewed and monitored too. Please refer to our SEND and Inclusion Policy for further information.

What is the purpose of assessment, recording and reporting in our School?

The core purpose of assessment in our school is to support and plan for the holistic development of the children and young people in our care. To achieve excellence in assessment we subscribe to the following principles:

- Assessment will address holistic development and change including subject specific learning, progress towards EHCP outcomes and preparation for adulthood outcomes and their personal development.
- Assessment will recognise that different groups of students have different trajectories in development, according to their needs and will be focused on 'next steps' and addressing 'gaps in learning'.
- Assessment will provide a baseline from which to measure and track progress using data.
- Assessment will lead to appropriate accreditation for our students and enable them to develop skills to go into the wider community and prepare for their next phase of learning and training.
- Assessment will take into account the voice of the parents/carers and pupils who are key participants in their learning journeys and progress.
- Where relevant and appropriate, we welcome the opportunity for multi-agency and therapeutic inputs as part of our target setting and assessment practice.
- Reflection is at the heart of our assessment practice. Assessment will enable us to follow the progress of each student closely and to judge when interventions are required, or where adaptations or modifications are required in our teaching and learning review.

What evidence do we keep to track progress?

- EHCP outcomes through APDRs (the Assess-Plan-Do-Review cycle) reviewed termly
- Evidence for Learning – Photo, Video and Observational Evidence
- Portfolios of Work
- End of Key Stage Tests and End of Topic Tasks

What is the school's approach for teaching pupils with SEND? What is our Curriculum Intent?

Our curriculum at The Lion Works School is based alongside the principles of the Preparation for Adulthood outcomes and aims to be responsive and personalised to each individual student and their unique interests and needs. We strive to maintain a strong, academic focus built on the acquisition of skills and wherever possible providing context-based learning which promotes and encourages active engagement. This, in turn leads to recognised qualifications that are ambitious for all and maximise outcomes for all in line with their ability.

We focus on building resilience to setbacks and creating opportunities to recognise and reward success. We firmly believe that through an effective personal development programme and creating a culture of positive regard and mutual respect we are equipping our students with knowledge and strategies for living independently and keeping themselves physically and mentally healthy.

We also focus on instilling a sense of community inclusion both within and beyond the school. We actively provide that sense of community through our daily programme and students are supported and encouraged to be proud of their school and demonstrate a strong, community ethos through these values. They are also given opportunities to explore their own community and be included in it. This is achieved through numerous off-site visits that challenge and develop their resilience and build their confidence and self-esteem and enrich their cultural capital.

How do we implement our Curriculum offer?

- Links to Individual EHCPs and outcomes through APDRs.
- Varied and frequent use of the local and extended community, giving the students opportunities to transfer knowledge, skills, and concepts into real life settings.
- Differentiated group and individual lessons and resources.
- Learning beyond the classroom – especially through weekly and bi-weekly off-site, planned Outdoor Education, trips and visits to raise cultural capital, exploring the local community, and parent/carer liaison
- Personalised learning including EHCPs, annual reviews, individual targets, and outcomes.
- Therapeutic approach to positive behaviour support including our Positive Behaviour Support policy, individual Positive Learning Plans and our use of Class Charts.
- PASS (Pupil Attitudes to Self and School) Survey completed by all students bi-annually and interventions put in place when areas for support are identified.

What is the impact of our curriculum offer?

- Students are motivated and engaged and display positive attitudes to their learning.
- Individual students achieve the best possible outcomes in line with their ability.
- Students are prepared well for their next stage of education, employment or training including transitions at Year 11 and Year 14.
- Students achieve relevant accreditation and qualifications (including English and Maths) to continue their learning journey into adulthood.
- Students successfully transition between school phases and build upon prior learning.
- Students leave with the knowledge, skills and confidence they need to be able to live as independently as possible, know how to access their community and understand how to keep themselves safe and how to access help and support.

In addition to this we plan for and deliver intervention programmes. We identify students who would benefit from additional intervention and review barriers to learning through a High Priority meeting chaired by the Headteacher when required. This will be over and above quality first teaching and also extending and responding to individual strengths.

What are the aims of our intervention programmes?

- To raise achievement in academic or personal development domains
- To actively seek to address and overcome barriers to learning
- To provide appropriate access to all aspects of the National Curriculum through a personalised approach to learning
- To develop the full potential of every individual student
- To narrow the attainment gap between the highest and lowest performing students nationally
- To work in partnership with parents/carers
- Improvements in speaking, listening, reading, writing, spelling and maths
- Extending and responding to individual strengths e.g. GCSE / Entry Level Qualifications
- Social thinking
- Improved concentration
- Positive attitudes to learning
- Increased self esteem
- Learnt knowledge, skills and understanding are applied in all areas of the curriculum
- Knowledge and understanding of next steps beyond school
- Vocational learning

The selection is based on the identification of our most vulnerable students who are not achieving as well as their peers relative to their starting points or those students who we need to extend further. Identification has been through one or a combination of:

- Analysis of progress and attainment data and PASS Survey data
- Issues/concerns raised by the class teacher, parent/carers
- Recommendations made by outside agencies
- Recommendations made through EHCPs/Annual Reviews/Person Centred Reviews
- Low attendance
- Safeguarding concerns

What is the support available for improving the emotional and social development of pupils with SEND?

The Lion Works School works in partnership with CAMHS and other external agencies. It also offers internal 1:1 sessions when this is identified as an area of need as part of placement agreements. Staff are trained in Zones of Regulation and Social Thinking. They are also trained in Positive Behaviour Support.

What equipment & facilities do we offer to support pupils with SEND?

We have 7 classrooms, a library, a kitchen, sensory rooms, therapy and intervention room, sports hall, music studio and outdoor space, as well as two minibuses and a car. We access Outdoor Education locally via external specialists.

How does the school work in partnership with parents/carers?

At The Lion Works School we recognise the importance of working closely with parents/carers who know their child better than anyone. We believe that good communication between the school and the home is essential and promote this at all times. We aim to develop an effective, respectful, supportive and sustainable long-term partnership, which promote the sharing of information for the benefit of the students in our care.

Effective communications enable us to share our aims and values through keeping parents/carers well informed about school life. This reinforces the crucial role that parents/carers play in supporting the school in educating their children.

We communicate through a range of different strategies. Some of our communications are a result of a statutory requirement, others reflect what we believe is important to our school. Before a student starts at The Lion Works School, we will:

- ensure that there is a clear and effective system of communication between school and parents/carers when arranging a visit to the school
- arrange a meeting with parents/carers before their child's admission, to discuss and finalise transition arrangements and to inform them about our policies and procedures
- make every effort to ensure that information for parents/carers is made accessible to them e.g. Welcome Pack, Policies, Website signposting
- ensure that any consent forms/agreements are signed and completed
- ensure that the required contact information is kept up to date
- keep an up-to-date record of any particular requirements/ needs of the children.
- ensure that arrangements for the student's arrival and collection are clear, and understood by all staff and parents/carers.
- ensure that information about students is treated as confidential, is held securely and is only shared with parents/carers and relevant professionals and when consent from parents is obtained unless this relates to safeguarding we encourage parents/carers to contact the school if any issues arise regarding their child's progress or well-being.

Home-School Agreement

We ask parents to sign the agreement when their child starts in our school. It explains the school's aims and values, the school's responsibility towards the children, the responsibilities of the parents, and what the school expects of its students.

Curriculum Updates

Parents/carers can access information through the school website. The school also sends out regular newsletters to parents/carers about what is happening and showcasing the work of the school and signposting support.

Annual Reports

Each year, in the summer term, we provide a written report to parents/carers on each students' progress. This report also identifies areas of strength and areas for further development. We ask parents/carers to make comments regarding their child's progress.

Consultation/Working in Partnership Evenings

Parents/Carers have the opportunity to meet with subject teachers in the autumn, spring and summer terms to discuss progress, celebrate successes, and to identify how they can support their child at home. Parents are able to look at their child's work during these meetings.

Annual Review of EHCP

This is a discussion to determine whether or not the EHCP should be maintained and remains appropriate. The student's progress against educational outcomes is the principal criterion which determines this and provides the basis for discussion about the provision required to meet the individual's needs. This is also the time to establish if any amendments are required due to additional needs being identified and funding increases requested. Interim meetings or reviews can and will be requested throughout the year if it is identified that the school is not meeting a student's needs in one or more aspects of the provision provided.

Newsletters/Letters

Parents are advised about visits/outings by newsletters/letters and are informed about the purpose of the visit.

Day to Day Contact

We encourage parents/carers to first discuss any concerns or issues about their children with their Form Tutor. The Form Tutor must discuss any issues that cannot be resolved with a member of SLT. Parents can make contact via email or by telephone before and after school. However, if parents would like to speak directly to SLT about a matter we always welcome contact from them.

Weekly Tutor Reports

These are sent home on a weekly basis. They are designed to help ensure meaningful two-way communication about the week's events, behaviours, home learning etc. Comments should be positive and constructive as far as possible. We ask Form Tutors to send a weekly update to parents on what has been working well for their child each week and what could be even better if.

Showcase Event

We encourage parents to attend our annual Showcase Event during which they can look at the student's creative work and purchase these, raising money for the school and good charitable causes. These are held in the Summer Term.

Parent Voice

At The Lion Works School we encourage all parents to have a voice. This is achieved through:

- Annual Reviews of their child's EHCP
- Parent Consultations
- Parent questionnaires
- Home Visits as appropriate
- Regular email communication
- Assembly contributions etc.
- Parent council meetings

What is the school's Accessibility policy?

Valuing diversity is central to achieving the overall aim of The Lion Works School and fully supports the spirit of our mission statement. At The Lion Works School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We recognise and welcome the proactive nature of the duty to promote disability equality and aim to further develop our culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We are therefore committed to making reasonable adjustments to ensure that the school environment is as accessible as possible. In addition, all pupils have an entitlement to access a curriculum that is appropriate and differentiated to meet their needs.

At The Lion Works School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

How does the School Board involve other agencies to meet the needs of pupils with SEND?

At The Lion Works School we are committed to working in partnership with a range of external agencies- e.g. Health, Social Care. All involved agencies are encouraged to attend Annual Reviews and Person Centred Reviews.

What are the school's arrangements for pupils with SEND transferring between education providers or preparing for adulthood and independent living?

- Preparation for leaving school officially starts at Transitional Reviews. Transition plans drawn up subsequent to the Review discussion form the focus for future steps to be taken. Students and parents/carers have access to Impartial Advice and Guidance as part of the preparation for transition. This is achieved through our partnership with the SAMEE Project: <https://samee.co.uk/>
- Students can move onto to Further Education, employment with training, or remain at The Lion Works School within the Post 16 provision but this is subject to specific admissions criteria.
- We are establishing links with local colleges
- Our work experience programme is being led by our careers lead and our work experience programme is continually reviewed according to the developing and changing needs of our cohort. We offer 'experiences' of the world of work in line with the Gatsby Benchmarks: <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>.

What arrangements are there for training staff in relation to children and young people with SEND and how do you secure specialist expertise?

- Robust induction programme of training.
- In house and external training e.g. SPELL, SaLT – Social Thinking, PBS – PRICE Behaviour and support training
- Opportunities to visit other specialist and mainstream provision
- Appraisal system to support the professional development of both teachers and higher level teaching assistants.

What and Who are the key points of contact?

- School Website – <https://www.thelionworksschool.org/>
- Telephone – 01202 113707
- Email – hello@thelionworksschool.org
- Head Teacher: Justine Collinson – justine@thelionworksschool.org
- Deputy Head Teacher: Kelly Twitchen – kelly@thelionworksschool.org
- SENCO and Inclusion Lead: Tracey Lockwood – tracey@thelionworksschool.org

What future plans does our school have for developing its SEND provision?

- Development of Evidence for Learning as an Assessment and Recording Tool
- Improved access to vocational learning opportunities
- Family Support Advisors
- Multidisciplinary team within school
- Structured induction and CPD processes with nationally recognized ASC practice partners

Services to support parents and carers of young people with SEND

Within Dorset parents can be supported by the Dorset Parent Carer Council and by SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)

- BCP Parent Carers Together: <https://www.parentcarerstogether.org.uk/>
- BCP SENDIASS information: [BCP SENDIASS](#)
- Dorset Parent Carer Council website – www.dorsetparentcarercouncil.co.uk
- SENDIASS information – [Dorset SENDIASS](#)

The Local Authority's offer to pupils with SEND

Information on all matters relating to children and young people with SEND is published by the Local Authority through the Family Information Directory. This can be accessed at:

- BCP Family Information Directory: [BCP FID](#)
- Dorset Family Information Directory: [Dorset FID](#)

