

LADY ZIA WERNHER SCHOOL



SEND Local Offer

Statutory Policy: (Yes)	Ratified by the Full Governing Body	21.03.25
Source: (LBC, LZW & The Key)		
Policy to go on website: Yes	Review Cycle/ Next Review:	(Annually) Spring 2026

We are a special place of learning to enable pupil voice, curiosity, independence and happiness for today and tomorrow.

We believe in achievement, ambition and progress for all children. We aim to meet the needs of individual children through highly effective teaching and learning. Our core values are respect, independence, passion, happiness, curiosity and creativity.

There is an emphasis on early identification of needs through assessment and effective teaching, school operates with therapeutic social, emotional, mental health and responses to complex behaviour strategies. We believe behaviour is form of communication.

We work in a flexible way to develop effective partnerships with children and their parents/carers, school leadership, the SENCo, specialist teaching staff both within the school and external professionals such as children’s disability team, educational psychology team, speech and language therapists, occupational therapists, physiotherapists, school nursing service and child and adolescent mental health services (CAMHS) to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children’s progress, supporting all achievement by reducing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

Lady Zia Wernher school is a EYFS & primary special school. We support children with a range of special needs that include Profound and Multiple Learning Difficulties (PMLD), Severe learning Difficulties (SLD) and pupils with additional needs such as autism, complex behaviour, communication difficulties, complex medical needs.

September 2023 Lady Zia Wernher School became a 2 sided school: locally named LZW Stopsley and LZW Legrave. We offer the same curriculum on both sites, generally pupils are placed at their closest site. It is a Luton Borough maintained school.

The Governing Body is guided in their responsibilities by the requirements of the law, their understanding of the school’s purpose and in consultation with the Head Teacher and Local Authority representatives.

Having consulted the LA and others in accordance with the requirements of the law, the Governing Body has outlined PAN growth as below:

Sept 2022	160
Sept 2023	200
Sept 2024	240
Sept 2025	265 tbc
Sept 2026	280 tbc

1. How does the school identify and organise support for children with special educational needs and disabilities?

LZW School will admit a pupil where they are named in a Local Authority (LA) Education Health Care Plan (EHCP) and are specifically able to meet the needs of pupils with Special Educational Needs and Disability (SEND).

LZW School and Luton Local Authority's Special Educational Needs Assessment Team (SENAT), has produced a designation outlining the needs of the pupils for which they can best provide, the curriculum to be offered and structure of the school day.

Prior to naming the school in an EHCP, the LA will have consulted with the Headteacher in line with their statutory obligations to ensure the placement is appropriate to the needs of the child.

On rare occasions a child may be placed at LZW school whilst an assessment for an EHC Plan is carried out; this will only occur following a request from the Special Educational Needs Assessment Team (SENAT).

If parents feel the school can provide an appropriate placement, a request is made to the Luton Local Authority's SENAT and who then in turn make formal request is made to the school. Following confirmation of a place at the school, a transition process is implemented for careful planning in order for the child to be successfully included and have their needs met.

As a specialist school, we have a widely broad curriculum to meet needs, our universal offer. This is differentiated inline with EHCPs needs, our targeted learning and through evidential analysis, review and robust discussion a specialised offer is given through additional plans such as SEMH support plans or communication books.

2. Who are the key people in the school available to discuss parental/carers concerns about their child's difficulties?

Throughout the year, opportunities for parents to meet with staff to discuss their child's progress are offered - parent consultations, target progress sharing and annual reviews. In addition, therapy services regularly review children on their caseloads and meet with parents. A range of health care monitoring is provided by the nursing service which parents attend. If parents have any additional concerns about their child, the first person to contact will be the child's class teacher or class team. This can be done via the home/school book, telephoning or emailing school. Parents are welcome to arrange appointments to come in to school and discuss their child and school will ensure that the most appropriate person will be available to meet with them.

3. How will parents/carers be informed about a child's progress and how will their progress be measured?

Children's progress is recorded via Evidence for Learning, an app based online platform, certificates and anecdotally to parents. School uses tools such as the Early Years Foundation Stage Profile, DfE Engagement Model, Routes for Learning, Wilson Stuart P-Steps and LZW Key Skills. Regular updates about all aspects of children's progress are provided. Immediate information is conveyed via an app-based communication tool, Seesaw, and specific achievements are celebrated in assemblies. Teachers produce an annual pupil report in line with EHCP review, this also comments on annual attendance. This addresses learning covered and pupil progress.

Across all phases (EYFS, Lower School and Upper School), progress towards targets is reported through the statutory Annual Review of their EHCP. Parent consultation meetings are held in Autumn and Summer terms. Targets are drawn up by the class teacher and team. Teachers produce an annual pupil report in line with EHCP review, this also comments on annual attendance. This addresses learning covered and pupil progress.

4. What support will parents/carers receive if their child has been identified as having special educational needs? All pupils have SEND at Lady Zia Wernher School.

School Services:

Family Workers – the school's Family Workers are able to support positive pupil outcomes, particularly improving attendance and access to benefits. Family workers direct parents to information about financial support available, provision of help to complete a variety of relevant forms, information regarding referral to a range of health, social care and education professionals to provide support at home as well as at school, information on the range of support networks available in Luton and surrounding areas and offer opportunities to meet with other parents to share information and support at school.

Pupil progress – Reviewed at parent's consultations, Annual Reviews of EHCP, target updates, via Seesaw app, telephone/ email conversations and home visits.

Classroom team – A teacher lead a classroom team. The team are responsible for monitoring and supporting the children's day to day care needs. The encouragement of independence skills is promoted and a developmental curriculum is in place to support the children's progress with independence and self-help skills. Children are encouraged to reflect on their progress and achievements are recognised in an assembly. Teaching Assistants are trained by NHS special school nursing team to administer enteral feeds and administration of medication if required. Social Emotional Mental Health Support plans are drawn up to support the management and de-escalation of complex and challenging behaviours. The provision of individualised learning for each child encourages them to achieve their targets, boosting their self-esteem and allowing them to experience success.

Creative therapies/ practitioners – School funds a variety of additional staff, these include a music therapist, dance practitioner and story teller. School also funds theatre performances, Enrichment weeks and other cultural capital experiences. Pupils respond incredibly to these opportunities, improving personal communications and motivation to engage with those around them.

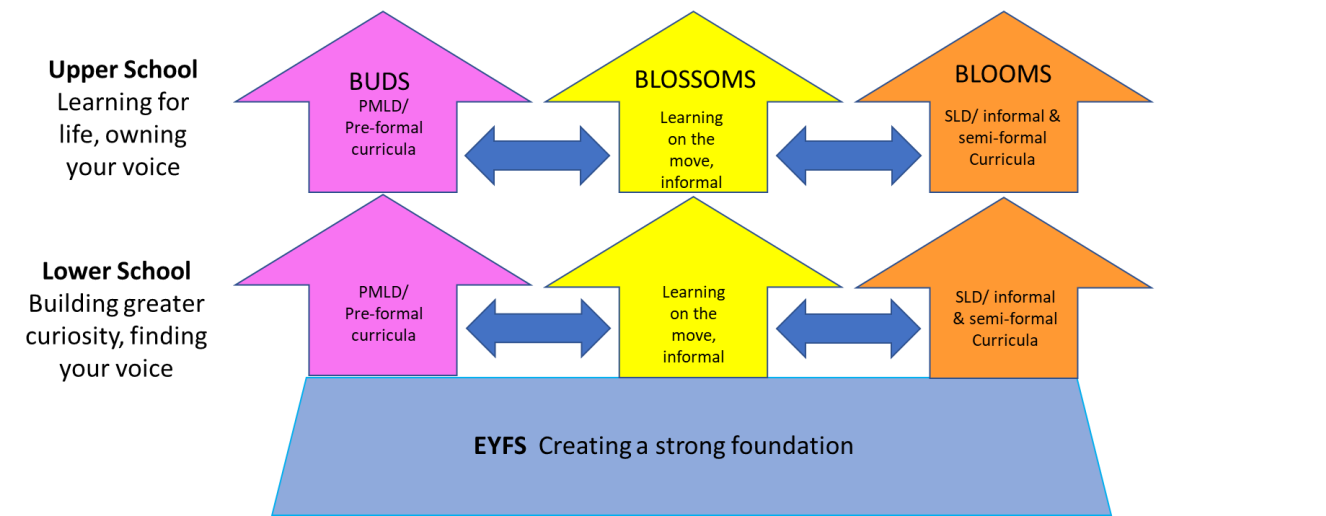
5. How will teaching be adapted to support the child/young person with special educational needs?

The classes are grouped by Key Stages and the needs of the children are carefully considered prior to assigning a class group. Each class has a high staffing ratio ensuring all children can access the learning opportunities on offer. Pupils are Banded by local Authority. Generally, pupils at Lady Zia Wernher are generally Band 2 or 3, in exceptional cases higher Bands of 4 or 5 are requested at SENAT provision panel.

We have high expectations of our children and experienced, creative and skilful staff ensure the children access a rich and varied learning environment. This includes the Statutory Framework for the Early Years Foundation Stage and of the National Curriculum both of which are delivered through a themed curriculum. In addition, the school's provides a developmental framework through which the children develop their skills in the key areas of communication and interaction, cognition, social skills, life skills and motor skills. A range of strategies is used to support the development of these key skills, for example Makaton signing, PECS, TEACCH, multi-sensory environments, eating programmes, rebound therapy, attention activities, sensory circuits and educational visits.

A strong foundation is laid in the early years across all learners. There continues to be flexible curriculum pathways for our Buds (PMLD/ pre formal curricula), Blossoms (learning on the move, informal curricula) and Blooms (SLD/ informal and semi-formal curricula) pupil cohorts.

Curriculum Pathways



6. What different types of support can the child/young person receive in school?

The class sizes range between 6 and 9 children with a teacher and support staff depending on the needs of the children. Support to access the curriculum is provided through the use of specialist staff, relevant and appropriate equipment and aids and small groups, with appropriate staffing support. Staff are trained to educate and support children who have a range of cognitive impairments, physical difficulties, sensory impairments, complex behaviour and medical needs.

- **Universal Support** meets the needs of the majority of pupils in our specialist school setting. Differentiated learning approaches, physicality & access, communication and emotional regulation strategies implemented. Needs & support noted in EHCP & pupil profile.
- **Targeted Support** addresses evidence of elevated needs including communication, access, emotional dysregulation (teacher observations, EfL, CPOMS, CBM, EHCP). Team has specific approaches & known resources/ timetable, an SEMH support plan may be required on short term basis.
- **Specialised Support** Additional support plan is essential. LZW Aspect/ Specialised (Comms, SEMH, PMLD, Access, M&H, Nursing team/meds) team support team involved for specific intervention. Including modelling practice, additional staff training, higher staffing ratio, limited timetable, increased SENAT funding and other professionals involved.

7. How will the school support your child in unstructured times such as lunchtimes and playtimes and enable them to have access to after school clubs, school trips and journeys?

Lunchtime is seen as a key learning opportunity for all children and maximising the use of staff who are familiar with the children, ensures the time is well utilised. Lunchtime provides structured opportunities for play along with a range of activities such as specialist bikes, trampolining, and playground swings and roundabouts. Periodically children from local schools participate in inclusion opportunities such as play time and a communication cafe. All children are included on educational visits and parents are invited to attend if they wish. School is not currently offering before or after school activities, the organisation is logistically

problematic for several reasons; equity of access, the majority of pupils arriving via Local Authority transport, therefore cannot attend activities, costing of events as staffing costs would exceed income raised by activities payment; low expression of interest from staff to work additional hours or outside agencies interested in facilitating activities. School continues to explore viable options.

8. How does the school involve children in decisions that affect them?

Pupil voice is articulated in a variety of ways. Staff operate with “commentary style” approaches, focusing adult language upon a non-verbal child’s responses and actions to offer a “pupil voice”. Those who are cognitively more able are involved in decision making that affects them in the immediate term – e.g. making choices as to the direction of lessons/activities. Our school council meet regularly, it is a learning opportunity for pupils to share views. School is participating in [UNICEF child rights and respecting award scheme](#).

9. How are the schools’ resources allocated to support children with SEND?

The local Authority sets an agreed number of places (PAN) and school receives a budget of £10 000 per place. In addition, for each place that is taken up “Top-up” funding is provided according to a formula agreed with the Local Authority. The allocated budget is used to provide staff and resources. The budget and the school’s use of resources are monitored by the Governing Body. The effectiveness of the provision is monitored by the Local Authority through the School Improvement Adviser.

10. What services external to the school can provide support to children with SEND?

External Services (based at school):

School nurse – NHS Special Schools’ nursing team offers advice and information regarding pupils with ongoing medical needs such as medical interventions, referral to relevant health professionals; clinics held at the school include audiology, dietician, continence, vision, dental and paediatric doctor appointments.

External Services (visiting school):

Occupational Therapy – NHS therapists advise on specialist seating, relevant play and activities of daily living and 24-hour postural care.

Physiotherapy – NHS therapists’ advice & treatment relate to gross motor development including stretches, positioning, standing frames and home visits to set up and adjust equipment issued.

Orthotics – NHS therapists’ advice on provision of orthotic needs to promote independence and functionality.

Speech and Language Therapy – NHS therapists’ advice & treatment relate to the promotion and development of children’s speech as well as advice and support for difficulties with eating and swallowing.

Ophthalmology – NHS therapists’ regular clinics are hosted by school

Dentistry, Continence, Dietician – Regular clinics are hosted by school

Visual Impairment & Hearing Impairment Advisory Service – visit specific pupils regularly

Educational Psychology team – Regular support for school and specific pupils

11. How are staff in the school supported to work with children with special educational needs and what training do they have?

An extensive induction programme led by CPD lead is in place to equip new staff for their role. All staff undertake annual updates in Moving and Handling, Feeding and Swallowing, Epilepsy awareness, behaviour

management and pool rescue tests and other specific areas for staff training are identified through the School Improvement Plan. All staff are encouraged to take advantage of courses available to further their own professional development and there is an expectation for all staff to attend training to ensure their practice is kept up to date. School has regular staff meetings and opportunity for in house training as well as all staff attending school INSET days. NHS therapists train school staff to support of universal, targeted and specialised offer.

12. How will the setting support the child in moving on to another school?

The discussion and preparation for transition to secondary school commences at Year 5's EHCP annual review. Parents are encouraged to explore local school options that meet their child's EHCP needs. School informs parents of open days and any other information shared by the local secondary special schools.

Autumn term Year 6, parents request a place for their child at their preferred school via local authority processes. School is named to parents in Spring term. Transition day is arranged, the majority of pupils are transported by parents to receiving school for the day. LZW staff will join receiving school for transition days. It is acknowledged that every family is individual and require different levels of support.

13. How accessible is the school environment?

The school provides an inclusive environment. The building is fully wheelchair accessible and all changing and toilet facilities are designed for children with disabilities. Facilities are in place in classrooms for children requiring enteral feeds and administration of medication. A total communication environment is provided including the use of Makaton, PECS and eye gaze technology. The curriculum and resources are designed for learners with a wide range of cognitive and physical needs.

For parents whose first language is not English, school endeavours to support and translate for parents who would find this helpful. When required, the services of the Local Authority Translation Team are sought.

14. Who can parents/carers contact for further information at the school?

For further information about the school please contact the office@lzwschool.co.uk or 01582 728705. For information regarding the provision for schools in Luton please see the Luton Local Authority Offer on LBC website.