



Prospectus

Head Teacher: Lynnette Johnson

Deputy Head: Lynne Frewin



2022

About us



Lakeside is a community special school providing for up to 82 pupils aged 2-19

We cater for pupils with:

- Severe learning difficulties
- Profound and multiple learning difficulties
- Autism

Our pupils often have a complexity of different needs. All pupils must have a statement of special needs/Education Health and Care Plan and they are placed at the school by the Local Authority. We have expertise in teaching pupils with hearing and visual impairments and physical disabilities. Our pupils may have associated medical conditions including those with life limiting conditions. Our approach is both individual and holistic which enables us to provide appropriate education for all these pupils.

We serve a wide catchment area centred on the Welwyn Hatfield area which extends to Borehamwood and Potters Bar. Pupils are placed at the school by the Local Authority and all pupils require a Statement of Special Educational Needs or an Education Health and Care Plan naming the school.

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Events at Lakeside



Welcome

Our aim is for all who come through our door to be made to feel at home. We strive to create a vibrant, cohesive community in which your child will thrive.

Lakeside has been judged to be Outstanding on five consecutive occasions. We have been accredited by the National Autistic Society for the quality of our work with pupils with autism and were commended by them for our support to parents. The school is accredited and commended by the MOVE programme which supports pupils with physical difficulties. We were the first school in the UK to be awarded the Certificate of Commendation from the Intensive Interaction Institute to recognise our work on early communication. We hold a distinction for Information communication and technology through the ICT mark.

If you are considering Lakeside as a school for your child we will be happy to arrange a visit so that you can speak with the Head Teacher see the school for yourselves.

Parent views:

“Since” started at Lakeside it’s been progress, progress and more progress. His teachers of course are amazing people. They listen to me, take in any worries and concerns I may have. They treat each child as individuals, focusing on their strengths. The Head and Deputy Head are genuine and wonderful. I see them nearly every day dealing with children, always full of smiles. I am completely and totally happy with this school.”

“My son has benefitted enormously from the curriculum he follows at Lakeside. The school has tailor made his education to suit his needs, under which he has flourished. Cannot recommend highly enough.”

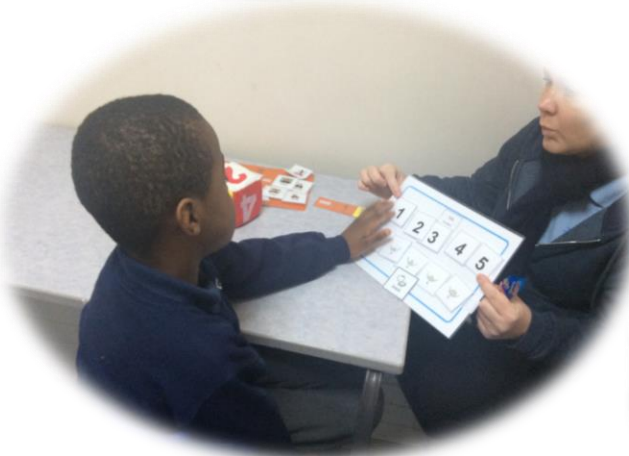
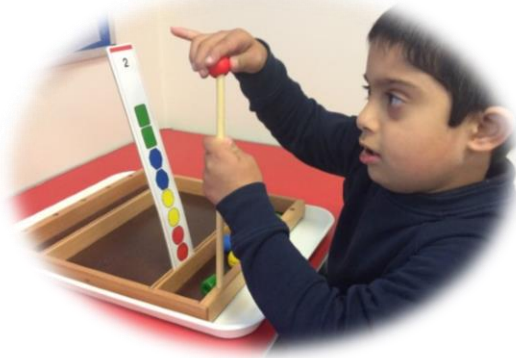
“As a parent I strongly feel welcome at school and part of the school community. Even though my daughter has no verbal communication I can see from her behaviours that she is happy to go to school.”

“Lakeside is perfect for ..., his progress there has been way beyond what we had hoped for, especially mobility wise. He is happy there, has friends and is safe and well looked after. When you go into the school there is always a lovely feel to the place which is one of the first things I noticed when I went to look round the school before he started. So pleased I chose Lakeside for him, fits him perfectly.”

Medical and Therapeutic needs

Many of our pupils have daily medical needs. We have nurses on site throughout the school day and we run paediatric clinics so that parents and pupils do not have to travel to appointments.

We are attended by speech therapists, physio therapists and occupational therapist on a weekly basis and we work very closely with them to ensure that each child’s needs are met and catered for through a multidisciplinary approach.



Why we are here:

1. To teach Independence, autonomy and life skills
2. To teach effective communication
3. To promote and sustain positive mental health and wellbeing
4. To teach pupils to be safe and keep them safe

Our Aims

1. Our pupils will learn how it feels to have a positive effect upon the world they live in and the people who are important to them.
2. Our pupils will be able to communicate in socially recognisable ways.
3. Our pupils will have confidence, positive self –regard and levels of self-advocacy they know will be respected.
4. Our Pupils will know they are safe and be able to act where necessary to keep themselves safe.

Our vision

To create and sustain a community in which everyone, pupils and staff, are on the team and knows which way we are heading.

Curriculum

We believe that each pupil is an individual. The pupils are in our setting because of their special needs so those special needs and the education, care and health plan targets, form the bedrock of our curriculum. At the centre of our curriculum model is individual therapeutic learning. The next priority is teaching communication which happens all day every day. We prioritise the teaching of speech and or alternative communication methods. We are also committed to teaching our pupils to be independent as possible, learn to solve their own problems, in this way, they become assertive and improve their self-worth and wellbeing. We teach knowledge and understanding of the world so that is relevant to our pupils, their own past and present, their knowledge about their immediate community and their ability to access information and communication technology. Throughout all of our teaching we thread learning how to behave in a sociable and context appropriate way.

Activities

Swimming
Each child is offered one swimming session/ week. Many of our pupils learn to swim and once this happens, we offer them a weekly session at Hartham swimming pool.



Forest school
We have a large forest school in Wheathampstead which is in use and staffed on a daily basis by our outdoor learning coordinator. Pupils are bused there so that they can engage in a range of outdoor pursuits.



Horse riding
We offer the chance to do horse-riding on a weekly basis



Sailing
For pupils in Extended Learning



Rebound Therapy



Community learning
The school is situated in the heart of the Westside of Welwyn Garden 5 minutes' walk away from shops, within easy reach of the town centre and right next a large municipal park which is used by us all year round for walks and play.



This is the curriculum model for the Primary department. It uses the Department for education model for early years, foundation stage model.



Approaches

We use the following approaches in order to underpin and support learning:

Intensive interaction: A way of being with young people that offers value to their actions and develops their preverbal communication skills.

SCERTS (social communication, emotional regulation and transactive support)
This teaches pupils to use their communication functionally, promotes the teaching of speech and develops the ability to cope with change and transitions.

Sensory Diets which identify the pupil's sensory needs and teach them to regulate their own moods and behaviours.

Structured teaching which helps pupils to practice new learning and embed skills through structure and repetition.

Child initiated Learning giving pupils the chance to decide act on their environment in their own chosen way and then working with this to develop it into functional and relevant skills. We work closely with a highly acclaimed special needs theatre group called Bamboozle to train our staff to become skilled at this approach.

School organisation

Primary Department: Ages 2 – 7 years including nursery pupils. There are two classes and we place pupils according to need.

Middle School Department: Ages 7-11 years organised into four classes:

- M1 For pupils with highly challenging behaviours
- M2 For pupils with Autism aged 7-9 years
- M3 For SLD and PMLD pupils
- M4 For pupils with sensory impairments and pupils with autism aged 9-11

Extended Learning Department: organised into 3 classes pupils placed according age and need:

- Ages 11-14 years:, class 1
- Ages 14 -19 years: classes 2 and 3

Staffing

We operate a ratio of 2 pupils to one member of staff but this is based on audited need. Some pupils need more and others need less.

Timetable

- School starts and 9am and finishes at 3:30pm
- There is a morning snack and playtime
- Lunch time runs between 12:15 and 1:45

Uniform

We ask all our pupils to wear school uniform, white or navy polo shirt, navy sweatshirt and grey trousers, shorts or skirt/pinafore.

Parent and family Support

We believe that families should be at the heart of our school community. Working in tandem with parents and carers is the key to exceptional success for our young people. We employ a parent support worker who liaises with parents, supports them with home learning and provides a listening ear. We acknowledge that having a child with special needs can be stressful.

Behaviour support

We have expectations for our young people. We believe that the key to establishing their dignity and self-respect is to teach them about themselves, what they need in order to stay calm and alert and how they can manage their own feelings and impulses. Our behaviour support team work with class staff in order to devise programmes and activities to support the teaching of appropriate behaviour. They will also work with parents to make sure we don't keep all the best "tools" to ourselves. Parents should know everything we know and be enabled to make life easier by using behavioural strategies at home. We also believe that parents are the experts on their children and if we don't work together we will only be dealing with half of a story.

This is the Middle School Curriculum model for pupils aged 8-14 years. It follows an adapted National curriculum Model and promotes learning that enables young people with Severe learning difficulties to learn to communicate and make sense of the world.



Curriculum

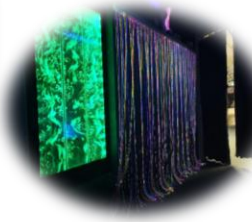
This is the curriculum model for our Extended Learning department for pupils from 14-19 years. It promotes Independence, friendship and leisure interests.



School Environment

Our environment is designed to support pupils to learn and become independent within it and then beyond it.

Our facilities include:



Swimming pool

Fully equipped sensory room and sensory rooms in every classroom



Large outdoor play spaces each separated by fence to allow for multiple types of play and to keep smaller children safe.



Sensory support equipment such as swing, squeeze machine, ground level trampoline.



Library



Low stimulation classroom environments



Break out spaces



Goods to support learning in independence such as washing machines, dishwashers, etc.