



SEN Information Report

Status	Current Policy
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Agreed by the Governing Board	July 2024
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Review Cycle	Annually
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Next Review	July 2025
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Lead Staff	Lucy Taylor
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Chair of Governing Board	Alex Krutnik
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Headteacher	Jane Hatwell
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Vision and Values

Our school vision is to provide an *outstanding, nurturing, learning environment*, where all our pupils can achieve their full potential and progress to lead happy and fulfilling lives.

Our mission is to provide each and every pupil with the best possible education, delivered in an environment that is supportive, caring and safe.

“Getting it right for every pupil”

At Stone Bay we focus on *Evolving Excellence* in all that we do, working towards making our school the best it can be for pupils, staff and families. We are creating lasting *Trust* with all our stakeholders, *Empowering* each other to learn and grow. By adhering to policies and clear processes we ensure *Fairness* and transparency in our decision making and actions, whilst ensuring we are *Collaborating* with others and always looking for ways to help each other to deliver excellence for our pupils.

Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school’s ethos and culture to improve well-being and develop every child’s talents and abilities to their full potential. A Rights Respecting School is a community where children’s rights are learned, taught, practiced, respected, protected and promoted.

Stone Bay has been awarded the Silver Award by UNICEF. This is awarded to UK schools that show good progress towards embedding children’s rights in the school’s policy, practice and ethos, as outlined in the RRSA Strands and Outcomes

Staff wellbeing

The Leadership Team and the Governing Board of Stone Bay School are committed to promoting positive mental, physical and emotional wellbeing and to providing suitable support for all staff. Taking action to prevent ill health and promote good health makes good educational and business sense, as sickness absence carries high costs both in monetary terms and in terms of the impact upon performance, teaching and learning, morale and productivity, which may disrupt or compromise pupil progress.

All members of staff are entitled to be treated fairly and professionally at all times. The Governing Board of Stone Bay School takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty.

Section 1 - Introduction

School SEND information reports explain how the school's SEND policy is used.

- How help and support for pupils with SEND operates in the setting.
- What happens and how it is made possible and by who.

School context

Stone Bay School has 113 pupils on roll between the ages of 4-19 years. The PAN is 100. All have a primary diagnosis of Autism. Over 90% of our learners have additional needs outlined within their EHCPs which include social communication differences, speech and language differences, sensory processing differences, developmental delay,

Admissions

All pupils have an Education Health Care Plan (EHCP)

For a child to be admitted to the school their needs should fall in line with the admissions criteria and the Local Authority is required to name the school on the child's EHCP. All admissions enquiries need to go through the local authority, please seek advice from KCC you can find more information at <https://www.kelsi.org.uk/admissions>

Legislation and Guidance

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies

- Special Educational Needs Policy
- Admission Policy
- Equalities Policy
- Safeguarding Policy
- Complaints Policy

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

Section 2 - The kinds of special educational need for which provision is made at the school

Roles and Responsibilities

Headteacher will;

Work with the SLT, staff and SEND/curriculum governor to determine the

Strategic development of the SEND policy and provision in the school.

Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Ensure the school is meeting its statutory responsibilities in regards to SEND.

Ensure, under the Code of Practice, that the SEND report is reviewed and updated at least annually.

Leadership team will;

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that all pupils receive appropriate support and high quality teaching.

Advise on the graduated approach to providing SEND support.

Be the point of contact for external agencies, especially the LA and its support services.

Track and monitor progress and outcomes.

Work with the headteacher and local governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Ensure the school keeps the records of all pupils up to date and monitored

Class Teachers are responsible for;

The progress and development of every pupil in their class.

Celebrating achievement

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Working with the Leadership Team to review each pupil's progress and development and decide on any changes to provision.

Liaise with Multi-disciplinary teams to ensure access for all pupils

Ensure Wellbeing Support Plans and Individual plans are updated, reviewed and evidenced

Governors will;

Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.

Work with the headteacher to evaluate the quality of access for and progress of pupils

Support staff will;

support the class teacher in enabling all children to have access to high quality learning as directed by the teacher

encourage and promote independence in the children

liaise with the class teacher

prepare resources and adapt materials

deliver interventions

promote the inclusion of all children in all aspects of school life

Section 3 – the Curriculum & learning environment

Our school provides for pupils with the following needs:

AREA OF NEED	
Communication and interaction	Autism
	Speech and language differences

The staff, Governors, pupils and parents work together to make Stone Bay School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We believe that every pupil has a right to equal access to a broad and balanced curriculum. We provide a learning environment that enables all pupils to be the best that they can be.

Our teachers and teaching assistants have extensive autism experience and continuous training in order to meet the needs of individual pupils. SEN training forms part of the continuing professional development of all staff.

We ensure there is staff knowledge of the following systems and that this is transferred into their practice:

- PECS (Picture Exchange Communication System)
- Attention Autism
- Sensory Integration (SI) and Sensory Programmes
- Makaton signing and symbols
- Intensive Interaction
- Stone Bay Curriculum and personalised assessment
- Augmentative and Alternative Communication (AAC)
- Positive Behaviour Support (PBS)
- Zones of Regulation
- Autism awareness
- TEACCH
- Annual PROACT-SCIPr-UK® intervention support

We have service level agreements with a range of therapists to ensure our pupils' universal provision is of a high quality. We currently commission via a SLA for our own in house

- Educational Psychologist
- Music Therapist
- Play Therapist
- Occupational Therapist

These are funded out of pupil premium funding, (as we currently do not have access to KCC or NHS services)

Our Environment

Our school is a beautiful old school building, with several additional add ons around the site. The infant and post 14 classes are in areas that are not adjoined to the main building, two of which are temporary classrooms (from the 1950s) Seven of these rooms are much smaller than standard sized classrooms. We have many steps, slopes and our external fences are standard size fencing. Sometimes due the the building limitations we are unable to meet a childs complex needs.

All classes are designed for pupils with complex autism and have their own outdoor learning areas that are equipped with play/sensory resources appropriate to the needs in the class. These outside classroom areas often have astro to ensure pupils with PICA are safe. Outdoor areas are also fenced in to prevent pupils from absconding. All pupils can access safe outdoor spaces at anytime they choose. All classes have two doors, one of which will always be accessible for a child to open via a green button.

We have a well equipped adventure playground that includes a full outdoor gym, indoor sand pit, bike track, trampoline, swings and a large adventure climbing frame and slides. We also have a Forest School Garden, Animal and Horticulture area , Post 14 Sensory Garden, Interactive Seaside Courtyard and an infant adventure playground.

Inside the building We have a calming Library, Sensory Dark / Light room, Music room, Enterprise Hub, Sensory Soft Play/ball pit and Music Cushion Room, Play Therapy Room. We have three residential flats with the top floor having a sensory room including a calming white ball pit and bubble tubes etc.

Each autistic pupil has a detailed education plan that outlines the step by step progression towards the outcomes identified within their EHCP. These targets are reviewed regularly (3 times a year) and a summary of progress is presented each term with a full report at the annual review with parents and carers present to share their views. Each pupil has a Wellbeing support plan which outlines their current support for wellbeing (behaviour).

The school ensures the availability of sufficient suitable autism teaching and personal support with a widespread awareness amongst staff of the particular needs of our pupils. Emphasis is on ensuring an understanding of their needs and identifying strategies for implementation to support them within the classrooms and beyond.

A sensitive allocation to teaching groups and careful modification of the curriculum, timetables and social arrangements ensures access for all. An awareness to provide appropriate materials, teaching aids and adapted accommodation is implemented where required. The school-wide curriculum has been planned and written with the understanding of autism at its heart.

Alongside the academic elements of the curriculum, the school focuses on the development of life skills and independence in preparation for adulthood and the development of social and emotional learning. Structure provides stability, predictability and security. For many of our pupils, these are crucial elements to ensuring they are ready and able to learn. The way in which pupils' days are structured and organised depend on their individual needs but is always achieved through; timetabling, rewards, exercise, schedules, reflection, curriculum support, intervention, and sensory integration activities.

Intervention

Intervention is defined as provision which is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- Using different learning materials in the classroom
- Making reasonable adjustments within the physical environment
- Making reasonable adjustments to routines

- Deployment of support staff
- Small group work
- 1:1 work
- Focused withdrawal support from the classroom

Internal referrals to the schools therapeutic support could result in:

- Additional training for quality first teaching in class (Behaviour / pedagogy support)
- Educational Psychologist
- Occupational Therapy
- Music Therapy
- Play Therapy
- Emotional Literacy Support
- Drawing and Talking Therapy
- Rebound Therapy
- Sand Therapy, Block Therapy

Learning Environment

We group our pupils according to their provision needs rather than their age or ability. We generally group children

- Reception class
- Years R- 3
- Years 4-6
- Years 7-9
- Years 10-14

The school strives to provide an autism friendly, total communication environment with all classrooms having access to outside learning areas.

The School has a duty under the SEND Code of Practice (2014) to ensure that less favourable treatment does not occur in the following areas:

- Curriculum
- Teaching and learning
- Interaction with peers
- Assessment
- School discipline
- Exclusion/suspension procedures
- Preparation of pupils for their next phase of education

Curriculum Access

A sensitive allocation to teaching groups and careful modification of the curriculum, timetables and social arrangements ensures access for all. An awareness to provide appropriate materials, teaching aids and adapted accommodation is implemented where required.

Each of our school classes averages 7 but we have classes of 3 and 9 pupils in each group. Our class sizes are very much dependent on the needs of the group and the size of the classroom available.

The school provides personalised pathways for all pupils, so their academic abilities can be tailored to and aspirational outcomes can be worked towards. Every pupils' contribution to our school is valued and the diversity of culture, religion and intellectual style is welcomed. We recognise that the needs of individual children are different and this demands flexibility of provision. To ensure that we are able to meet the needs of all pupils we aim to provide a creative and effective provision, by working in close consultation with parents, carers, class teachers, social services and health. We include work with children and young people themselves through a person centered planning process to establish an education plan which outlines individual targets and takes account of their strengths, needs and interests.

Wellbeing Plans

At Stone Bay School we recognise that behaviour is not a special educational need, rather a communication. Many of our pupils require support to regulate their emotions and resulting behaviours. Pupils have a wellbeing plan that outlines strategies for that individual so they are supported in a consistent and coordinated approach by all staff working with them. When devising a plan, all staff involved with the pupil, including outside agencies and parents, contribute to the writing of the plan which is then shared with all relevant persons. For those pupils who required additional plans such as risk assessments and a personal intervention plan, these form part of the wellbeing plan.

Section 4 – Supporting Pupils & Families and measuring outcomes

Professional services

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Music Therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services

Views of Parents and Carers

As a school we believe that parents / carers have a vital role in supporting their children's education so that it is important that the views of parents / carers are taken into account and the wishes of the pupils are listened to. Communication is facilitated through telephone contact, Class Dojo and a weekly emailed newsletter. Parents and carers are expected to support strategies and practice with a

heavy emphasis on partnership working, a home school agreement supports this. We invite parents into school at least 6 times a year for curriculum /celebration events plus we also hold 3 parent/teacher meeting events. We pride ourselves in our excellent working relationships with families. We are working towards Leading Parent Partnership Award. We attempt to resolve any worries and concerns immediately and initially via the class teacher and parent/carer.

If in circumstances where there is any claim for unlawful discrimination (under SENDA) it must come from the parent or carer not the child. In the first instance the complaint should be made to the school and follow the school's parental grievance policy. However, parents and carers do have the right to refer a complaint to SENDIST within six months of the date on which they believe unlawful discrimination has taken place.

Annual Reviews

All EHCPs must be reviewed at least annually with the parents or carers, the pupil, the LA and the school. All professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the document. The annual review takes a person centred approach and focuses on aspirations and achievements as well as on any difficulties that need to be resolved. The school is responsible for the co-ordination of the annual review and disseminating relevant reports and information to be considered two weeks before the review. Long term objectives that are outlined within the EHCP are reviewed with input from all persons and professionals working with the child.

The school will complete the annual review paperwork and include any relevant notes or information from the meeting and disseminate this to relevant parties within two weeks of the meeting.

Proposed amendments will be included within this.

Monitoring and evaluating success

Stone Bay school regularly and carefully monitors the success of the provision offered to its pupils. We sample parent and carer views at regular points during the year, as well as at the annual review. We invite pupils to make comments (anonymously if they choose) about any school related issues and welcome feedback through the student council.

Transition arrangements

Stone Bay School recognises the benefits of successful transition into our school and understand that every pupil will require an individualised transition.

We provide:

- A series of transitions are arranged to the pupil's current setting where observations and meetings take place to gather as much information as possible.
- We will meet with any involved professionals
- Where possible we will attend the pupil's annual review
- A transition plan will be put together to reflect the individual's needs
- The pupil will be provided with the support mechanisms to make the transition easier, such as a social story.

- A transition plan will identify when the pupil will visit their new class in the summer term so they are prepared for September.
- From year 9 there will be careers advice offered and support offered about “next steps”

For our post 14 pupils, we offer a curriculum that focuses on developing life skills and becoming independent, gaining skills towards adulthood. This is supported through accessing the local community, college and work experience. Transition is discussed with the pupil and the families about destinations and next steps.

Section 5 – Physical environment

Stone Bay School is situated in a two storey Victorian building dating back to 1866 which has been extended to include additional classrooms and residential areas. Overlooking Stone Bay, the school enjoys sea views from many of its residential rooms on the second floor with classrooms occupying the first floor.

We are committed to improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services used by the school and to improve access for disabled parents, staff and visitors. The [Stone Bay School Accessibility Plan](#) defines that commitment in providing an environment that enables full curriculum access and development of a culture of inclusion, support and awareness within the school.

Section 6 – Complaints and support services

Complaints can be made to the Headteacher, in the first instance, either by writing or emailing to the main school address. Please see the complaints policy on our school website. <https://www.stonebayschool.co.uk/site/data/files/statutory/3B7812F1E55F1773C515F5B94DEA0094.pdf>

The contact details of support services

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

The School SEND information report will be published on the school website and stored on the school's drive.

Any person who requires access to the SEND Information report should contact the school and an accessible format will be provided.

Date of next review

The SEND information report will be updated annually or before if there are changes during the academic year. The next review will be in July 2025 .