



SEN Information Report

Status	Current Policy
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Agreed by the Governing Board	13th July 2026
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Review Cycle	Annually
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Next Review	July 2027
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Lead Staff	Jane Hatwell
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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 is a residential special school. Currently has 110 pupils on roll, 12 of whom are weekly boarders (Mon-Fri term time only). Pupils can range between the ages of 4-19 years. The LA commissioned number of places are 105. We have 16 bedroom places available however both a bed and day place need to be available for a place to be offered.

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

At Stone Bay all pupils have a primary need of communication and interaction and a diagnosis of Autism. All of our learners also have additional cognition needs with the vast majority working within the very lowest cognition range (1st Percentile). All pupils have identified areas of need in all four SEND areas within their EHCP, which include social communication differences, speech and language differences, sensory processing differences, developmental delay.

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

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 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 implementing our core offer and that this is transferred into their practice:

Attention Autism approach
Little Wandle Phonics
AET approach
Structured teaching
Augmentative and Alternative Communication (AAC) systems
PROACT-SCIPr-UK® intervention support
Curiosity Approach
Makaton (Phase 1-5)
Handle Reading approach
Numicon
Tales Toolkit
Colour Semantics
Swimming (Yr6)
Interoception
Fun with food
Forest School
Animal Horticulture

Our Environment

Our school is not a purpose built school, it was an Infirmary at the turn of the century. It opened as a school in 1972, since then the site has had significant change from being a residential provision for all students to now mostly having day pupils with a very small residential provision. Over the last 54 years several building adaptations and additional buildings have been installed.

The site Capacity Study undertaken by Bond Bryan (BB) and Wilmott Dixon Construction (WDC) on behalf of Kent County Council (KCC) published in March 2022 shows that Stone Bay maximum capacity should be 57 pupils. (currently 110 pupils). The study states "The school is not fit for purpose" and shows that the school does not have any further space to develop additional learning spaces. Survey carried out in September 2021 (90 pupils on roll) identified in the report:

"The building is 473m² or 19% below the minimum standard. Halls, PE, dining, social, basic teaching and learning storage are all below minimum standard.

There is a bulge in KS2; Presently there are 2 junior classes, and they will go through the school.

Of the 11 classrooms 5 of the classrooms are below 41m². The grounds are 16% below the minimum standard so there is no room to expand.

Site Issues

There is almost no car parking on site. There is only space for 5 cars to stack and drop off and pick up. It takes 45 minutes to get pupils into school and there are constant complaints from neighbours. The building/site is not fit for purpose due to the site constraints and the building being so old and on multiple levels with no lift.

The pupils eat in classrooms.

There are presently only 13 residential boarders.

There are on-going issues with asbestos and legionnaires.

The school has lost sensory, soft play and staff room, common room or any areas to provide therapy or group work. There is no space for 1:1 and SALT is carried out in bedrooms.

The staff room has been located on the first floor which used to be residential boarding.

Older pupils cannot mix with younger pupils.

The lodge was refurbished for 6th Form. There are 20-year-old temporaries and one of which is not used, due to it being in disrepair.

Although adaptations have been made since this survey was carried out, there are key underlying issues with the site that directly impact on the provision available to pupils. The infant and post 14 classes are standalone rooms, without a breakout room, corridor etc. They are not adjoined to the main building, two of which are temporary classrooms in poor condition. Five classrooms are much smaller than

standard sized classrooms (BB104 44m²). We are not accessible to pupils / adults with physical impairments as we have many steps, steep slopes throughout the site. The school overlooks the cliff/sea, and is surrounded by three busy roads. There is no staff car park and limited drop off and pick up parking. External fences are standard size fencing. Sometimes due the building limitations we are unable to meet a child's complex needs especially if they are known to abscond/climb.

All classes are internally designed for pupils with complex autism and all have their own small outdoor learning area. All classrooms and pupil areas of the school are fobbed.

These outside classroom areas often have astro to ensure pupils with PICA are safer, although we do have a Forest School Area and Animal Horticulture Area that are grassed etc.

Outdoor classroom areas are segregated and fenced to reduce the likelihood of pupils 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. Our Post 14 Sensory Garden is a shared provision as is our infant adventure playground.

Inside the building we have 4 small learning hubs that are linked to each phase / stage of education. The school has a Sensory Room, Soft Play/ball pit, Sensory Cabin, Play Therapy Room and Sensory Regulation Swing room.

Two residential flats on the first floor, with the attic floor having a sensory room including a calming white ball pit and bubble tubes etc.

Each pupil has a detailed personalised learning plan, including a pupil passport, that outlines the pupils needs and holistic support along with Personalised Learning Intentions, these are reviewed twice a year, and report shared with parents. Additionally an end of year report and annual review report will be produced and shared with parents. 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

For pupils who we have identified as a cause for concern, e.g. poor progress, behaviour or engagement in learning we may offer a time limited intervention to support the pupils in their holistic learning. We have two main learner types pupils on the Engagement Model & pupils working towards Pre Key stage standards

Engagement Model Targeted Intervention

Intensive Interaction
Rebound Therapy
Sand Therapy
Dog Mentor Intervention
Proact Team / Lead observations
SLT observations
Horseriding RDA
Animal Horticulture Intervention
Forest School Intervention
Swimming (additional to Yr6)
Sensory Regulation Support
TEACCH approach bespoke / child specific
Identiplay intervention

Pre Key Stage Targeted Intervention

Lego Therapy
Drawing Talking Therapy
Colourful Semantics
ELSA
Dog Mentor Intervention
Proact Team / Lead observations
SLT observations and mentoring
Horseriding RDA
Animal Horticulture Intervention
Forest School intervention
TEACCH
My Creativity Intervention
My Thinking Intervention
My Language and Literacy Intervention

Specialist Clinical Intervention

We currently fund a range of therapists to ensure our pupils' provision is of a high quality and pupils in crisis are effectively supported. We currently employ an Educational Psychologist as our Clinical Therapy Lead & commission the following services using Pupil Premium Funding:

- Music Therapist (SLA 1 day week)
- Play Therapist (SLA 1 day week)
- Occupational Therapist (SLA 1 day week)
- Speech & Language Therapist (SLA 2 days a week)

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

Learning Environment

We group our pupils according to their provision needs rather than just on 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.

Our ideal maximum class size is 6 pupils. We know that when classes get larger than this this directly impacts on the quality of education for the most complex and vulnerable pupils. The school has been under significant pressure to take more pupils, with commissioned numbers increasing to 105 this academic year. Our 14 classes now average 7.5 pupils. Our class sizes are very much dependent on the needs of the group and the size of the classroom available. AS the classrooms are not standardised this can cause challenges in maintaining a consistent provision throughout the key stages.

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 calm, consistent and highly effective autism 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 centred planning process to establish an education plan which outlines individual outcomes 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 physical intervention reduction plan, these form part of the wellbeing plan. Our school does not offer trauma informed teaching approaches such as THRIVE this is because at Stone Bay behaviour is often linked to anxiety/autism rather than adverse childhood experiences.

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 referrals via KCC/NHS Greenbanks/Front Door Social Services for:

- Speech and language therapists
- Educational psychologists- reassessment of need
- Occupational therapists
- Physiotherapist
- Music Therapists
- GPs or paediatricians - health updates/advice
- School nurses- health updates/advice/training
- Child and adolescent mental health services (CAMHS)
- Education welfare officers - managing poor absence
- 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 communication policy 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. With EYFS children having a review within 6 weeks of joining 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 understands 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 2027 .