



Special Educational Needs Policy

Status

Current Policy

Review Cycle

Annual

Next Review

September 2022

Lead Staff

Headteacher

Chair of Governing Body

Diarmuid Molloy

Headteacher

Paula Miller

Mission Statement

We accept all pupils **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring** and **safe**.

Our goal is to develop our pupils to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

Stone Bay School: *“getting it right for every pupil”*.

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, practised, respected, protected and promoted.

Stone Bay has been 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

This policy is written with reference to

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children

Article 5 (parental guidance and a child’s evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child’s increasing capacity to make their own choices.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

Introduction

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

The school's Special Educational Needs (SEN) Policy underpins the core values and practice at Stone Bay School and all other policies are written with these in mind.

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)*

Provision

Stone Bay School provides both day and residential provision for children and young people who have been diagnosed with an Autism Spectrum Disorder, comorbid Speech, Language and communication needs and moderate to severe learning difficulties. All pupils will have an EHC Plan.

Prospective pupils should be between 4 and 19 years of age, of either sex (although gender may limit availability of suitable residential accommodation).

Prospective pupils have a diagnosed Autistic Spectrum Disorder and experience one or more of the following difficulties:

- Communication Difficulties
- Impaired Social Skills
- Issues with Self-Control, Stress and Environments
- Moderate to Severe Learning Difficulties
- Global Developmental Delay.

Potential pupils are referred through the Local Authority, parents or those with parental rights will be encouraged to visit the school ensuring everyone knows what exactly the school can offer. To ensure we have as full a comprehensive picture of the pupil we will visit their current school and home as we gather information we require to ensure all additional needs can be met.

When an offer has been made teachers, therapists and residential staff will work collaboratively with, parents, social care professionals, previous school placement and clinical colleagues to baseline assess the pupil. This helps to ensure we minimise the potential negative impact of transition and have a good understanding of the additional needs of the pupil.

Pupils are admitted throughout the year according to a suitable class/peer group having space available.

At Stone Bay School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We will offer taster sessions and a bespoke transition plan to suit the individual pupils' needs.

We also contribute information to a pupils' onward destination by providing information to the next setting. In 6th Form we will assist parents and students with visits to potential onward destinations and contribute to pathway planning.

Aims

- To offer all pupils an accessible broad and balanced curriculum that offers appropriate challenge and which will promote the spiritual, moral, cultural, social, emotional and

physical development of pupils at the school. A curriculum which prepares all pupils for the opportunities, responsibilities and experiences of their adult life.

- To ensure the curriculum will be relevant, accessible, challenging and will meet the individual and specific needs of all pupils.
- To ensure all pupils have equality of access to all aspects of the curriculum.
- Curriculum provision will be examined to ensure content; materials and delivery support the principals of equality, opportunity, freedom from discrimination on the grounds of disability, race and gender.
- To encourage individual choice regardless of disability, race or gender. The philosophy of individual choice is a fundamental objective, reflected in our working practices.
- To ensure pupils have access to structured support, learning and challenge designed to develop their communication and social skills ensuring personal development commensurate with their individual abilities and needs.
- To provide pupils with access to the National Curriculum, although this will involve the adaption of Programmes of Study.
- To create a school community committed to fostering and valuing pupils as individuals.
- To provide a secure yet challenging and happy environment.
- To work in partnership with parents, families, carers and professional colleagues.

Policy

- The aims of the school apply to all pupils.
- The principle of entitlement means that all pupils have a right of access to a curriculum that is appropriate to their needs.
- The Headteacher has overall responsibility for co-ordinating educational provision for our pupils though this is delegated to the Deputy Headteacher and Assistant Headteachers
- Pupils at Stone Bay are admitted following a detailed admissions procedure that will ensure the individual needs of the pupil can be met.
- Stone Bay is a day and residential special school for pupils who have a diagnosis of Autism, with communication and Language difficulties, severe learning disabilities and as a result of this can present with behaviour that challenges.
- Pupils under the age of 16 are offered a broad-based curriculum founded on the principles and guidance of the National Curriculum and follow programmes of study that are accessible and challenging though not age specific.
- The curriculum for pupils between 16-19 years aims to equip young people for independent life according to individual abilities and needs. Much of this work is designed to assist pupils in making an effective transition between school and their role as adults in a wider community.
- Each pupil will have Personal Targets which focus on the long-term outcomes agreed in the EHCP.
- We recognise the need for support and training for all staff.

- We expect that all staff will embrace and support the school aim of providing a broad, balanced, relevant and differentiated curriculum and share a common interest in raising the standards of the pupils they teach.
- All staff share responsibility for identifying and assessing individual pupils' needs and for being involved in planning and putting into practice schemes of work which will meet the full range of pupils' abilities and needs.
- The Class Teacher has responsibility for identifying and assessing next steps and devising suitable teaching programmes supported by other colleagues as appropriate.
- Higher Learning Teaching Assistants, Learning Support Officers and Learning Support Assistants work under the direction of the Class Teacher.
- Teachers, through liaison with parents and other professionals, are responsible for identifying and setting targets linked to the pupils' personal development.
- Progress is shared with parents on a regular basis at least 3x per year including The Annual Review, End of Year Report and LAC, Chin and ChiC meetings).

The Governing Body has responsibility to publish information about and report on the school policy on Special Educational Needs. The Governing Body's report must include information on:

- The success of the SEN policy
- Significant changes in the policy
- Any consultation with the Local Authority
- How resources have been allocated to and amongst children over the year with particular regard to vulnerable groups

The success of the policy should be demonstrated by the effectiveness of the school in terms of:

- Pupil Engagement
- Attendance
- Development of expressive and receptive communication
- Development of self- management skills leading to greater levels of self-control
- Development of personal & social skills
- Appropriateness of social interactions and community access
- Assessment for and of learning
- Provision
- Monitoring and record keeping
- Successful engagement with outside support services and agencies
- Successful outcomes for all pupils ultimately leading to positive and appropriate Pupil Destinations.

Assessment and Provision.

Due to the removal of the National Curriculum levels in 2014, Kent Special Schools worked collaboratively to develop an assessment tool which tracks progress from P4 through to National Curriculum end of year expectations to Year 9.

In light of the impact of Covid19, the 2020/21 academic year was a transitional year (subject to the necessary legislation being made) for the assessment of pupils working below the standard of national curriculum assessments, and not engaged in subject-specific study.

This allowed schools time to prepare for, and start embedding, the [engagement model](#) which will become statutory from September 2021.

Stone Bay will use the Engagement Model from September 2021

The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.

The engagement model has 5 areas of engagement:

Exploration

Realisation

Anticipation

Persistence

Initiation

These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.

Stone Bay School uses the EYFS Framework to measure progress and the Assessment tool Evidence Me to Record Progress for all pupils in Year R and KS1

Stone Bay uses the Assessment Tool Pupil Asset to record progress for pupils in KS2 to KS4

Stone Bay monitors the progress of 6th Form Pupils through Personal Targets towards EHCP Outcomes, Internal and external Accreditation Programmes, such as ASDAN, AQA and Trinity Arts Awards.

The Pupil Asset targets and progress tracking tool is based on Pupil Asset points (PAPs). Expected progress has been mapped from starting points in each key stage.

Targets are generated on Pupil Asset using Pupils' starting point and the KASS Algorithm. However, the algorithm can be over-ridden to set either challenge targets or personal targets where special circumstances need to be taken into consideration.

All pupil progress is carefully monitored with updates three times a year, progress and levels are discussed during parent meetings and EHCP Review meetings.

Pupils within the school are grouped on the basis of key stage and need. There is generally a maximum of 6 pupils to each class, although in some groups there may be more if needs allow.

Pupils are taught in their class group up until the 6th form when they will then be in tutor groups

However, there are a number of activities within the school where pupils integrate with other classes aside from their class/flat group. Activities may include the use of community facilities such as local colleges, libraries and shops where appropriate and safe to do so.

Some of our KS4 and 5 pupils may be able to access off-site work experience placements.

Statutory assessment arrangements for pupils working below the standard of national curriculum assessments

At Stone Bay School all our pupils will be working significantly below the end of Key Stage expectations and Teachers will use the Pre-key stage 1 & 2 standards to make statutory teacher assessment judgements at the end of key stage for pupils who are working below the national curriculum teacher assessment frameworks, and engaged in subject-specific study.

Outreach

Stone Bay School is an active member of TISS Thanet Inclusion Support Service.

TISS includes Specialist Teachers and Outreach from Special Schools to provide advice and training to support nursery settings and schools in improving the outcomes for children and young people with special educational needs and disabilities in the local area.

Partnership Working

We work closely with a range of partners to ensure we are able to meet the needs of our pupils, these include;

- Disabled Children's Services
- Communication and Assistive Technology Team
- Membership of professional networks, including;
 - EQUALS, Curriculum
 - PROACT SCIP,
 - The Royal College of Speech & Language Therapists (RCSLT)
 - Play Therapy UK (ptuk)
- Kent Special Educational Needs Trust (Ksent)
- Collaborative Learning Alliance of Special School (CLASS)
- Cooperative Schools Network (CSNET)

Parents

The school encourages and values the involvement of parents. We recognise the additional difficulties parents may have in direct contact with the school owing to the location of the school in relation to their homes. However, parents are kept informed through regular contact with keyworkers and teachers, through the use of telephone conversations, home-school communication books, pupil's logs, individual letters and generic newsletters. We have a Family Liaison Officer who fosters and supports parental involvement and the links

between home and school, in addition to supporting parents in liaising and working with outside agencies.

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 local authority's local offer www.kent.gov.uk

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Parents without internet access can contact the Family Liaison Officer for support to gain the information they require.

Complaints

The normal arrangements for the treatment of complaints at Stone Bay School are used for complaints about provision made for special educational needs. We encourage parents to initially discuss any concerns with the class teacher, Assistant Headteacher, Deputy Headteacher or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

