

Stone Bay School.

Policy Document.

Statutory Policy Group A policy.

A5: Special Educational Needs.

Legislation informing this policy:

- [The Children and Families Act: Section 69](#)
- [The Special Educational Needs and Disability Regulations 2014](#)

Links to related policies, guidance and protocols.

- [The 0-25 Special Educational Needs and Disability Code of Practice](#)

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| Author: | Headteacher. |
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1 year review cycle.

Date for Review: Tuesday, 03 July 2018

Signed. Richard Farr. Date: Tuesday, 12 September 2017
Chair of Governors.

Signed. Billy Mc Inally. Date: Tuesday, 12 September 2017
Headteacher.

Mission Statement.

We accept all students **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 students 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 student***".

Introduction

LINKS TO OTHER POLICIES AND GUIDANCE DOCUMENTS

The school's Special Educational Needs (SEN) Policy underpins the core values and practice at Stone Bay School. [All policies and Guidance documents](#) are written with these in mind.

The Aims of Stone Bay School.

- 1.1. Offer all students an accessible broad and balanced curriculum that offers appropriate challenge and which will promote the spiritual, moral, cultural, social, emotional and physical development of students at the school. A curriculum which prepares all students for the opportunities, responsibilities and experiences of their adult life.
- 1.2. The curriculum will be relevant, accessible, challenging and will meet the individual and specific needs of all students.
- 1.3. All students at Stone Bay School will have equality of access to all aspects of the curriculum.
- 1.4. 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. The school aims to encourage individual choice regardless of disability, race or gender. The philosophy of individual choice is a fundamental objective, reflected in our working practices.
- 1.5. To ensure students 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.
- 1.6. Provide students at Stone Bay School with access to the National Curriculum, although this will involve the adaption of National Curriculum Programmes of Study.
- 1.7. Create a school community committed to fostering and valuing students as individuals.

- 1.8. Provide a secure yet challenging and happy environment.
- 1.9. To work in partnership with parents, families, carers and professional colleagues.

Policy

- 2.1 The aims of the school apply to all students.
- 2.2 The principle of entitlement means that all students have a right of access to a curriculum that is appropriate to their needs.
- 2.3 Our policy recognises the requirements of [The Special Educational Needs and Disability Code of Practice](#).
- 2.4 The Headteacher has overall responsibility for co-ordinating educational provision for our students though this is delegated to the Assistant Heads: Lower school & Upper School.
- 2.5 Students at Stone Bay are admitted following a detailed admissions procedure that will ensure individual needs of the student can be met.
- 2.6 Stone Bay is a day and residential special school for students 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. It is a co-educational school and admits students between the ages of 8 and 19 years.
- 2.7 Students 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.
- 2.8 The curriculum for students 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 students in making an effective transition between school and their role as adults in a wider community. We have three distinct pathways to adulthood.
- 2.9 Each student will have an Individual Learning Plan (ILP) which will be delivered both through individual and group teaching. Targets in the ILP will have a focus on both communication, personal and social development, Maths and English.
- 2.10 We recognise the need for support and training for all staff.
- 2.11 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 students they teach.
- 2.12 All staff share responsibility for identifying and assessing individual students' needs and for being involved in planning and putting into practice schemes of work which will meet the full range of students' abilities and needs.
- 2.13 The Class Teacher has responsibility for identifying and assessing needs and devising suitable teaching programmes supported by other colleagues as appropriate.
- 2.14 Higher Learning Teaching Assistants, Learning Support Officers and Learning Support Assistants work under the direction of the Class Teacher.

- 2.15 Key workers and teachers, through liaison with parents and other professionals, are responsible for identifying and setting targets linked to the students' personal development. Personal and social development targets are set and assessed using the PIVATS (Performance Indicators for Value Added Target Setting) framework. Progress is shared with parents on a regular basis (3 times a year at parents evening and through annual review, LAC, Chin and ChiC meetings).
- 2.16 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
- 2.17 The success of the policy should be demonstrated by the effectiveness of the school in terms of:
- Student 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 students ultimately leading to positive and appropriate Student Destinations.

Assessment and Provision.

- 3.1 All of the students at Stone Bay School are referred by Local Authorities and have a Statement of Special Educational Needs or an Education Health and Care Plan. A decision will have been made by the Local Authority to consult with Stone Bay School to determine the student's suitability for placement. Following initial assessment staff will develop programmes in relation to all aspects of the student's needs. In addition to Parent Consultation Evenings and regular home-school communication the school will hold an Annual Review, outside agencies will be invited as and when appropriate. Recommendations for amendments will be discussed, agreed and presented to the LA.
- 3.2 Arrangements for providing access for students to a balanced and broad based curriculum including the National Curriculum are the responsibility of the Headteacher in conjunction with the Assistant Heads and Teachers.
- 3.3 Students within the school are grouped on the basis of key stage and need. However, there are a number of activities within the school where students integrate with other

classes aside from their class/flat group. Activities are not restricted to the school environment but include use of community facilities such as local colleges, libraries and shops.

- 3.4 Any complaints, including those about I provision within the school, can be addressed through the school's complaints procedure.

Partnership Working.

- 4.1 We work closely with a range of partners to ensure our offer is all it can be and we get all aspects of provision just right for all our students.

4.2 Our Partners:

- Placing Local Authorities.
- Thanet Special Schools heads.
- Thanet headteachers.
- KSENT Collaboration of 24 Kent Special Schools.
- Pupil Asset.
- Loddon. (Pro Act Scip® Positive Behaviour Support)
- Prospects (Positive behaviour Support).
- Bradstow Wandsworth Special School.
- CLASS teaching school collaboration.
- Lifespan Pathway Children's Team
- A range of Clinicians and health services:
 - Community Paediatrician
 - CHYPS
 - Adult Mental Health Services
 - Speech & language Therapists. (Balance review: Victoria Riley Hill).
 - Occupational Therapy
 - Physiotherapy
 - Educational Psychology
 - Local Inclusion Forum Team
 - KCC Childrens Safeguarding Board.
 - Laleham Gap School: Independent Visits.

- 4.3 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, student's logs, individual letters and generic newsletters. It is the role of the Student Liaison Manager to foster and support parental involvement and to promote, as far as possible, the links between home and school. The Student Liaison Manager can also support parents in liaising and working with outside agencies.

Our Outreach programme

We work with a range of partners to ensure our provision is all it can be and to share as widely as possible our expertise. Full details of our outreach work can be found on the [website](#). This is maintained in real time.

Safeguarding, Equality and Equal Opportunities Statement

Stone Bay School, and all policies and procedures, will promote equality of opportunity for all students and staff from all social, cultural and economic backgrounds. The school will ensure that no student or staff member is disadvantaged, discriminated against or treated less favourably because of their gender (including gender reassignment), race, disability, religion or belief, sexual orientation or due to pregnancy or maternity.

Stone Bay School aims to;

- Foster good relationships and create effective partnerships with all sections of the community
- Ensure that the school's service delivery, commissioning and employment practices will not discriminate unlawfully, either directly or indirectly
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued and celebrated

All aspects of Safeguarding will be embedded into school life and will remain the responsibility of all members of our school community.