

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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1 year review cycle.

Date for Review:

Wednesday, 24 May 2017

Signed. Richard Farr. Date: Tuesday, 14 June 2016
Chair of Governors.

Signed. Billy Mc Inally. Date: Tuesday, 14 June 2016
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.

This policy compliments the schools Child Protection policy (D1).

The Aims of Stone Bay School.

- 1.1. Offer a broad and balanced curriculum which will promote the spiritual, moral, cultural, social, emotional and physical development of students at the school; a curriculum which prepares students for the opportunities, responsibilities and experiences of adult life.
- 1.2. The curriculum will be relevant, accessible 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. Provide students at Stone Bay School with access to the National Curriculum, although this task may involve the use and adaption of National Curriculum Programmes of Study.
- 1.6. Create a school community committed to fostering and valuing students as individuals.
- 1.7. Provide a secure yet challenging and happy environment.
- 1.8. To work in partnership with parents, carers and families.

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 Education (Special Educational Needs) (Information) Regulations 1999 and The Special Educational Needs Code of Practice.
- 2.4 The Headteacher has overall responsibility for co-ordinating educational provision for students with special educational needs.
- 2.5 Students at Stone Bay are admitted following a detailed admissions procedure which is provided in the school policy no. 11.
- 2.6 Stone Bay is a day and residential special school for pupils who have been diagnosed with Autism, a severe learning disability and challenging behaviour. It is a co-educational school and admits students between the ages of 11 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.
- 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.
- 2.9 Each student will have an Individual Education Plan (IEP) which will be delivered both through individual and group teaching. Targets in the IEP will have a focus on both academic and social development.
- 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, 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) assessment system. Progress is shared with parents on a regular basis.

- 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 systems for:
- Assessment
 - Provision
 - Monitoring and record keeping
 - Use of outside support services and agencies

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. A decision will have been made by the Local Authority to consult with Stone Bay School to determine the student's suitability for placement. The process to determine suitability is set out in policy 11 and on admission a period of detailed observation and assessment will follow. Following this 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 of the student's Statement of Special Educational Needs where outside agencies are invited as and when appropriate.
- 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 teaching staff.
- 3.3 Students within the school are grouped on the basis of age and needs. However, there are a number of activities within the school where students integrate with other classes aside from their normal group. Activities are not restricted to the school environment but include use of community facilities such as local colleges, libraries and shops. In the residential setting the community is widely used for leisure activities.
- 3.4 Any complaints, including those about special educational provision within the school, can be addressed through the school's complaints procedure policy no. 18

Partnership Working.

- 4.1 Stone Bay School houses the Kent PROACT – SCIP network. The Kent PROACT – SCIP Co-ordinator attends local LIFT (Local Inclusion Forum Team) meetings and, following agreement, will observe children in other school settings and provide advice to staff, parents and partner agencies.

- 4.2 The school work closely with external agencies to ensure that students are offered appropriate specialist support. Students currently have access to various Health Services, e.g. Community Paediatrician, CAMHS, Adult Mental Health Services, Occupational Therapy and Physiotherapy. Educational services, such as Educational Psychology, are accessed via the LIFT meetings where referrals are screened and are subject to threshold criteria.
- 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 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 and individual letters. 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, such as, Social Services. Involvement with parents also occurs at Annual Reviews, Parent's Evenings, Care Conferences, home visits and school events. Parents also receive regular school bi weekly newsletters.

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.