



STONE LODGE
SCHOOL

SEND Policy

Date Drafted	March 2023
Date Agreed with Governors	March 2023
Date to be reviewed	March 2025

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.



This policy includes the processes identified to respond to students with SEND and also meets the statutory reporting regulations of the SEN Information Report. It complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 — 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the Head Teacher, in liaison with the SEN Governor and in consultation with community stakeholders, including parents of students with SEND.

Section 1: Statement of Principle

All students have the right to achieve their maximum academic and social potential. The SEND policy for Stone Lodge School seeks to promote this by providing equality of access and opportunity to all areas of the curriculum. Students are taught in an environment where they receive equal respect and in which their individuality is valued. At Stone Lodge, we believe that all students have learning differences rather than learning difficulties and it is our

policy to identify and assess these differences and ensure that learning is supported and differentiated to ensure good progress is made by all students.

Section 2: Aims

The aims of our SEND policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that students with SEN engage in the activities of the school alongside students who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement:
- <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for students for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - -Communication and Interaction
 - -Cognition and Learning
 - -Social, Emotional and Mental Health
 - -Sensory/Physical
- To request, monitor and respond to parent/carers' and students' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-

professional approach to meeting the needs of all vulnerable learners.

Section 3: Identifying Special Educational Needs

What are special educational needs (SEN) and disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Identification of special educational needs (SEN)

We recognise the importance of early identification and aim to identify students' special needs as early as possible. The skills and levels of attainment of all students are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take. As part of this process the needs of the whole child are considered, not just the special educational needs of the child/young person.

The school also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of Service personnel

A rigorous system of progress monitoring across the school takes place at least four times a year. This identifies students who are not making good levels of progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be thought about and addressed.

We advise that if parents have concerns relating to their child's learning then please initially discuss these with their child's Form Tutor or Head of Year. This then may result in a referral to the school SENDCo. Parents may also contact the SENDCo or the Head of Year directly if they feel this is more appropriate.

Section 4: SEN Support

Class/subject teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching, differentiated for individual students, is the first step in meeting the needs of any student who has or may have special educational needs.

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in the school and increase their access to the taught curriculum.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that includes:

- classroom observation by the middle and senior leadership team, the SENDCo/ Assistant SENDCo and external verifiers
- ongoing assessment of progress made by SEND students
- work sampling and scrutiny of planning to ensure effective matching of work to student need
- teacher meetings with the SENDCo/ Assistant SENDCo to provide advice and guidance on meeting the needs of students with SEND
- student and parent feedback on the quality and effectiveness of interventions provided
- attendance and behaviour records

All students have individual targets set in line with good progress nationally to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Students' attainments are tracked using the whole school tracking system and those failing to make good levels of progress are identified very quickly. These students are then discussed in regular progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership Team (SLT) and if appropriate, the student themselves.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve their attainment.

Whole school provision planning takes place, with responsibility shared between teachers, Heads of Departments, the SENDCo and SLT.

Action relating to SEN support/interventions follow an Assess, Plan, Do and Review model:

Assess:

Data on the student held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the student's needs.

The literacy skills of all students are assessed on entry. Some students are identified for further detailed formative assessments. Any student identified with a special educational need will be included on the SEN Profile.

Parents are invited to discussions to support the identification of action to improve outcomes.

Plan:

Teachers plan using information about student's prior attainment, differentiating tasks to ensure progress for every student in the class.

When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access

the curriculum more easily. These adaptations may include strategies suggested by the SENDCo / Assistant SENDCo and/or external specialists. These are included on a Student Information Sheet. Some students may require specific literacy, language and/or social/emotional interventions. These are delivered by suitably trained members of staff.

In addition, if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help.

Do:

SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment. This could take the form of in-class interventions and/or withdrawal interventions.

Students receiving SEN support that is 'additional and different' from that provided within the scaffolded curriculum are included on the SEN Profile. There is now a single category of support, **SEN Support**.

SEN support can take the form of teacher planning/intervention, additional in-class support, Access Arrangements, mentoring or an intervention group to address a particular area of need. All SEN support interventions are time limited.

Review:

Progress towards attainment outcomes are tracked and reviewed four times a year with the parents and the student. If students fail to make expected progress the decision may be made to undertake further informal/formal assessment of student learning.

SEND achievements are monitored in relation to their peers but also in relation to other SEND students nationally. Any gaps in achievement either in the school or in comparison to national norms should be closing.

The effectiveness of SEN support/ interventions is monitored regularly by the SENDCo / Assistant SENDCo. When good progress is made, gaps have closed and students are achieving in line with their ability, a decision is made as to whether they continue to be identified as having special educational needs and remain on the SEN Profile.

If progress rates are still judged to be inadequate despite the delivery of high quality targeted interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a student. This will be undertaken after consultation with the parent and may include referral to:

- Speech and Language Service
- Educational Psychologist
- Specialists in other schools e.g. Teaching Schools, Special Schools.
- Autism and Sensory Support Team
- Hearing Impairment Team
- Visual Impairment Team
- Counselling Service
- Child and Adolescent Mental Health Service
- Alternative Provision
- Education Welfare Officer
- Social Services
- Youth Services

The needs of the majority of students will be met from within the school's own resources. The school receives funding to respond to the needs of students with SEND from a number of sources that includes:

- A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.
- The Pupil Premium Grant provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

Some students will have a higher level of need. The funding arrangements require schools to provide up to £6000 per year of resource for students with high needs and the LA should then provide an agreed amount of top up funding to the school for further resources. Additional funding to support these students is available from the Local Authority High Needs Block. To receive additional funding, the school will provide to the Local Authority a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the student in achieving desired outcomes. Where additional funding is agreed, a Pupil Resource Agreement will be put in place by the school's SENDCo / Assistant SENDCo, in consultation with the parents and the student. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where students require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care plan will be considered.

What support will there be for children's' overall well-being?

The school offers a variety of pastoral support for students. These include:

- Our 'Successful Lives' programme, tailored Personal, Social, Health and Economic (PSHE) curriculum, provides students with the knowledge, understanding and skills they need to enhance their emotional and social well-being.

- Student and Parent voice mechanisms are in place
- In-class mentoring support.
- Tutor Time Pastoral Programme (Daily)
- Strengthening Minds Programmes
- Counselling

How will students with SEND be included in activities outside the classroom including school trips?

The school provides a range of extra-curricular activities, details of which will be available on the school website. All students, including those with SEND are encouraged to attend.

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

Section 6: Working with Students and Families

Admissions

Stone Lodge School is a mixed school and has an open enrolment policy.

The school ensures that students with SEN are admitted on an equal basis with others in accordance with its Admissions Policy.

For children with an EHCP or Statement, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or

- The attendance of the child or young person there would be incompatibility with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHC plan, the local authority will send the Head Teacher/governing body a copy of the EHC plan and we will then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHC plan also have the right to seek a place at a Special School if they consider that their child's needs can be better met in specialist provision.

How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents through feedback and also through the school reporting system and Parents' Evenings.

Parents may also find the student planner a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo / Assistant SENDCo or a member of SLT at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

How will parents be helped to support their child's learning?

Included on the school web-site from September 2019, are detailed subject specific curriculum overviews with subject content. The class/subject teacher or SENDCo / Assistant SENDCo may also suggest additional ways of supporting your child's learning.

How is the decision made about how much support each child will receive?

For students with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken in consultation with parents.

For students with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will parents be involved in discussions about and planning for their child's education?

This will be through:

- Discussions with the class teacher, SENDCo / Assistant SENDCo or SLT
- During parent's evenings
- Meetings with support and external agencies.

Who can parents contact for further information or if they have any concerns?

If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs they are encouraged to contact the following:

- The child's tutor/subject teacher
- The Head of Year
- The SENDCO
- The Assistant SENDCo
- A member of SLT
- The Head Teacher

Support services for parents of students with SEN:

Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The contact on the nearest PPS can be located via <https://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact#tab-1>

For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. information on this free services is located here

<https://www.kent.gov.uk/about-the-council/contact-us/complaints-and-compliments#tab-9>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

Transition Arrangements

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable successful transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for students starting Stone Lodge in September
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine
- The SENDCo / Assistant SENDCo meets with new parents of students who are known to have SEND to allow concerns to be raised and

solutions to any perceived challenges to be implemented prior to entry

- If students are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to help with a smooth transition.

Transition to the next stage, preparation for adulthood and independent living. After school:

The school adheres to the guidance in Careers guidance and inspiration in schools:

- Statutory guidance for governing bodies, Academy leaders and Academy staff April 2014
- The school has in place a careers programme. Additionally, Endeavour MAT has a Careers Advisor for all students.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. Or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options — and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

Where a student has an EHCP or Statement, all reviews of that plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

Section 7: Supporting Students at the School with Medical Needs

Students with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with a First Aider and parents and if appropriate, the student themselves.

Staff who volunteer to administer and supervise medications, will complete formal training which will be verified by the School First Aider as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) Guidelines included within Support students at the school with medical conditions (DfE) 2014.

Section 8: Monitoring and Evaluation of SEND Provision

Monitoring and Evaluation of SEND provision is integral to the Assess, Plan, Do and Review Model. It forms an essential part of whole school monitoring, evaluation and review (MER). This includes progress reviews, observations of teaching and learning, learning walks, book looks and sampling of parent, pupil and staff views. The SEND Governor makes regular visits and completes an annual audit with feedback to the governing body.

Section 9: Training

School staff will have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training will be provided to all staff on:

- How to support students with speech, language and communication needs.
- How to support students on the autistic spectrum.
- How to support students with dyslexic or dyspraxic needs.
- How to support students with social and emotional needs.
- How to support students with sensory needs.

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENDCo / Assistant SENDCo to

explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual students.

Enhanced training is provided where students present with rarer difficulties. Training and support is available from specialist teachers or therapists.

The Governor with specific responsibility for SEN has completed the SEN Governor training.

The SENDCo regularly attends the Local Authority SENDCo Forums in order to keep up to date with local and national updates in SEND.

Section 10: Roles and Responsibilities

The Head Teacher has overall responsibility for SEND at Stone Lodge School. He delegates responsibility to the SENDCo / Assistant SENDCo, senior and middle leaders and subject teachers but is still responsible for ensuring that all students' needs are met and they make the best possible progress. He makes sure that the Governing Body is kept up to date about all issues in the school relating to SEND.

For students

To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, and engaging positively with the systems in place for self- evaluation and review.

For Parents and Carers

To be actively involved in working with the school to support their child's academic and social progress, through consistent and regular communication and full involvement in the systems in place for self- evaluation and review.

For Teachers

- To plan teaching and learning effectively, supporting and challenging the diverse needs of each group. To enable access to the National Curriculum at a level that challenges all students to reach their full potential.
- To ensure that Student Information Sheets are used as part of the lesson planning process.
- To work in collaboration with the SEN department to develop resources and ensure effective use of support, including partnership teaching.

For Middle Leaders

- To ensure fully differentiated quality schemes of work and resources are in place to support lesson planning and delivery at all key stages
- To ensure that Literacy and Numeracy policies are embedded in subject areas working practices in order to support all students in these core areas
- To monitor, evaluate and review the quality of teaching and learning across the subject area, with regard to students with SEND
- To monitor the academic progress of students with SEND across the curriculum ensuring that the identified strategies on Student Information Sheets are in place
- To make referrals to the SLT/SENDCo where there is any concern identified

For the SENDCO

- To identify student needs accurately and ensure support is targeted efficiently and effectively
- To maintain and update the school's SEN profile
- To work with subject areas to develop resources and/or deliver CPD to support student learning so that students are achieving at least in line with national expectations and in line with their ability
- To establish systems that ensure statutory requirements are met for SEND under the SEND Code of Practice
- To deploy staff and resources according to the needs of the students

- To write a termly report to the Governing Body on progress and developments
- To agree a programme of professional development with the SLT that will ensure all staff have the knowledge, skills and understanding to support students with SEND

For Teaching Assistants

Teaching Assistants at Stone Lodge are classroom-based practitioners. Teaching Assistants are line-managed by the SENDCo / Assistant SENDCo:

- To work with teachers and support students so that students with SEND are able to access the curriculum and make expected or good/outstanding progress
- To empower students to develop effective strategies that enable them to become independent learners
- To implement specialist support strategies within the classroom

For the SLT

- To ensure statutory requirements are met for SEND by the subject areas within each department.
- To establish a programme of professional development to raise staff awareness and their capacity to make improvements to planning, teaching and learning at all levels so that the school will ensure a quality education for students of all abilities and learning profiles.

For the Governors

- To review and agree the SEND policy annually.
- To ensure that the school has appropriate provision and has made necessary adaptations to meet the needs of all students at the school, including those identified as SEND.
- To make regular visits to monitor provision within the school.

Section 11: Storing and Managing Information

Please refer to whole school Data Protection Policy.

Section 12: Accessibility

Our Accessibility Plan (statutory requirement) describes the actions the school plans to take to increase access to the environment, the curriculum and to printed information. This is available on the school website.

Section 13: Dealing with Complaints

For complaints, please contact the SENDCo in the first instance. She will deal with the matter or refer it to the appropriate person. Should the parent not be happy with the outcome of the complaint, the complaint should be put in writing and addressed to the Head Teacher. If the complaint is about the Head Teacher, then contact the Chair of Governors via the clerk to Governors. Their details are on the school website.