



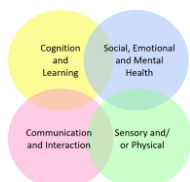
Stone Lodge School
SEN Information Report
2023-24

This policy was written by the SENCO in conjunction with the Head Teacher and through consultation with community stakeholders.

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for students with SEN. Stone Lodge School is an inclusive school and prides itself on the tailored support it provides to students with additional needs. Our aim is to provide all students with the skills and knowledge they need to leave school as independent as they can so that they may have the most successful lives possible.

We hope parents of current and prospective students find the following information helpful and we encourage all interested parties to contact the school for more information.

We provide for the following kinds of special educational needs:



- **Communication and interaction:** Speech, Language and Communication Needs (SLCN), Autism
- **Cognition and Learning:** Specific Learning Difficulties (SpLD) — Dyslexia, Dyscalculia Moderate Learning Difficulties (MLD).
- **Social, Emotional and Mental Health** difficulties, ADHD, anxiety, attachment disorders.
- **Physical and Sensory:** Visual Impairment (VI), Hearing Impairment (HI) and Physical Disability (PD)

We identify and assess students with SEN using the following methods:



- Liaison visits to feeder schools during the spring and summer terms by the SENCO and Inclusion Team
- Discussions with parents and students so that their views are part of the process
- Extra transition days for the SEND students in the summer term.
- Transition work is undertaken by the Inclusion Team
- Screening of students (for example LASS Lucid, GL Assessment of Reading ages)
- In-class observations undertaken in the first 2 weeks of students starting school across a range of subjects
- Further diagnostic testing as appropriate (for example dyscalculia screening, Boxall)
- Triangulating data from other areas (CATs, KS2 and internal assessment information)
- In all cases, test scores and other relevant information are circulated to all staff at the earliest opportunity to inform lesson planning and scaffolding.

We evaluate the effectiveness of our SEN provision in the following ways:



- Education Health Care Plans are reviewed at least annually with students, parents and other relevant outside agencies. Staff are required to provide information for this process.
- Intervention strategies are reviewed with staff, parents, the student, and other relevant outside agencies at the end of each cycle using the **assess, plan, do, review** cycle which take place three times a year (more if required)
- Interventions delivered by HLTAs and Teaching Assistants are monitored regularly through formal and informal discussion and testing (where appropriate).
- Student Profiles are created for students identified with complex SEN and are reviewed at least twice a year in conjunction with parents / carers and students.

Our arrangements for assessing and reviewing the progress of students with SEN are as follows:



- Reading ages are tested twice a year for all students
- Student's progress is reviewed in the Annual Review.
- The progress of SEN students (non-EHCP) is reviewed regularly using academic reports and data drops issued by the school
- Where students access forms of intervention, progress is reviewed throughout and at the end of the intervention process

Our approach to teaching students with SEN includes:



- All students take part in all mainstream lessons with TA support where necessary
- Parents and carers are involved in decision making
- We focus on the student as an individual and we highlight the student's strengths and capabilities through the use of student profiles
- We bring together relevant professionals to discuss and agree together the overall approach
- Support from the inclusion team — Form Tutor, Head of Year, Pastoral Wellbeing Manager and SEN team
- Support and advise teaching staff of their responsibilities towards SEND students and provide training as necessary
- Provide whole school training and support throughout the year on areas of SEN and Quality-First Teaching as the first wave of SEN support

We adapt the curriculum for students with SEN in the following ways:

Stone Lodge School prides itself on its inclusive culture. Our daily routines, school values and exceptional teaching, which is constantly reviewed and developed by sound educational research, allow all students to be successful and access the best education.

However, some students will need additional support. This is always tailored to the needs of the student and never a generalised support package linked to diagnosis. We work closely with students, parents/carers, professionals and staff within the school to ensure that any additional support required is right for the student. It is reviewed and adapted as the student develops and grows, always with the aim of nurturing self-management and independence.

Reasonable adjustments

Some examples of reasonable adjustments that are part of Quality-First Teaching are (these would not mean your child would be on the SEN register):

- Access to The Base at break time and lunchtime as additional supported provision
- TA support in lessons where necessary
- High-Quality Teaching – staff trained on educational research (e.g., metacognition, dual coding, cognitive load theory, redundancy principle) to enable inclusive teaching for all
- Resources to support additional needs (where assessed to need the resource) — writing slopes, laptop where needed, pen grips, overlays etc.
- Appropriate site access — accessible toilets, sloped access to the building, lift access
- Visual timetables
- Homework club – supported by TAs 4 days a week



Will my child be on the SEN register?

For a child to be added to the SEN register, they would need to have 'SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. This means that whilst a child is receiving specialist intervention from the SEN team, they will be on the SEN register. Reasonable adjustments do not meet the threshold for being added to the SEN register.

Students can go on and off the register throughout their educational career depending on the support they are receiving. Examples of the types of support are:

- Maths and literacy interventions (these do not take place during lesson times but during tutor time so as not to remove the students from their lessons)
- SEMH support (ELSA, Strengthening Minds, counselling)
- Interventions to support communication and interaction (Lego therapy, Talk for Work, sensory garden/allotment)

We enable students with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:



- All SEND students to have full access to all school-based activities and those activities taken off the school site, for example Learning Beyond the Curriculum activities
- TA support for school trips - risk assessments are undertaken where appropriate
- Differentiated PE curriculum where appropriate
- Access to extra-curricular clubs

The following Social, Emotional and Mental Health (SEMH) support is available for students with SEN:



- Support from the inclusion team — Form Tutor, Head of Year, Pastoral Wellbeing Manager and Key Worker
- Referrals for Early Help
- Referrals to Project Salus (or alternative)
- Access to Inclusion Support Service Kent (ISSK)
- Access to The Base at social times.
- Annual Reviews of EHCPs focus on the transition to adulthood and next steps for example further education.
- Access to 1:1 support sessions with our Pastoral Wellbeing Manager
- Access to Strengthening Minds programmes (10-week programmes delivered by on-site trained Strengthening Minds facilitators)
- Students who need additional support or have complex needs are given an allocated Key Worker within the Inclusion Team

The SEN leadership team are:

- Mrs Tanya Artmann (Deputy Headteacher / SENCO)
- Mr Daniel Dunscombe (Assistant Headteacher / SEN Lead)
- Miss Wendy McCouaig (Assistant SENCO)



The names of our HLTAs are:

- Mrs Carly Gore – Cognition and Learning department lead
- Miss Nina Kaur – Social, Emotional and Mental Health department lead
- Mrs Sara Larkin – Communication and Interaction department lead
- Miss Wendy McCouaig – Sensory and Physical department lead

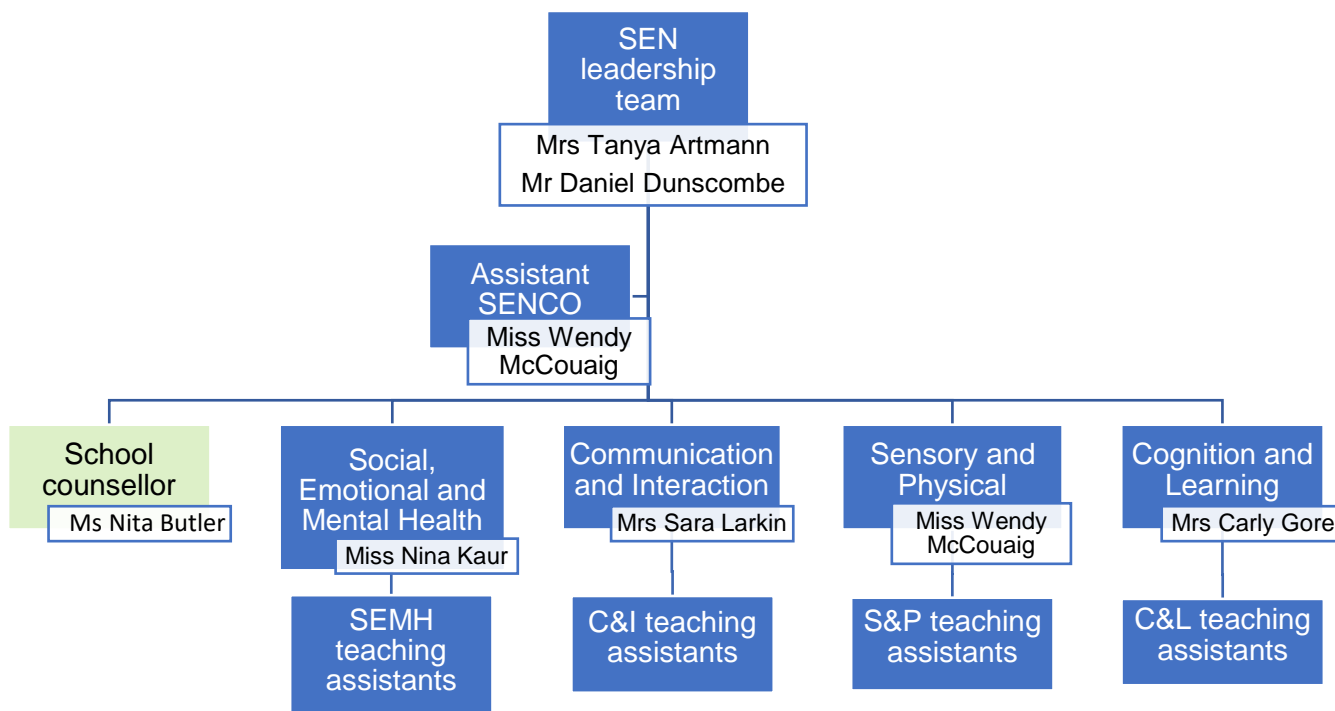
Our school counsellor is:

- Ms Nita Butler – school counsellor

The names of our Pastoral Wellbeing Managers are:

- Miss Michelle Gibson (Year 11)
- Mrs Lisa Wenham (Year 10)
- Mrs Natalie Schofield (Year 9)
- Miss Francesca Castelao (Year 8)
- Mrs Coral Bain (Year 7)

SEN Department Structure



Students identified as having SEN and on the SEN register will be allocated to one of the four departments above to ensure that the support they receive is tailored to their primary area of need.

Our Intervention Culture:

We do not believe in delivering interventions during lesson times. All research on the deployment of Teaching Assistants proves that when students are removed from the lesson this widens the gap further as you remove the students from the subject specialist. What we do, is create interventions that run during tutor time, as well as all students having an Intervention lesson on their timetable at Key Stage Three, so that Teaching Assistants can do what they do best; support students in the classroom and then reinforce the learning in targeted interventions.



Teachers are supported to develop their ability to provide an accessible curriculum for all that challenges and supports children of all abilities. Our culture of teacher development ensures that our staff are aware of and up to date on the most recent educational research in metacognitive approaches in the classroom and this ensures that most students are supported through Quality-First teaching.

Some students will require further support. This is outlined below:

Social, Emotional and Mental Health Interventions		
<u>Wave 2 Interventions</u>	<u>Outline of intervention</u>	<u>Aims</u>
Strengthening Minds	A series of 10 sessions designed to get students reflecting on a range of areas such as their behaviour choices, mental health, school engagement	Increase students' mental well-being, build self-esteem, and provide students with strategies to make good choices
Pastoral (SEMH) support	Series 1:1 session with our Pastoral Wellbeing Managers to focus on areas of mental health through targeted work, tailored to the student's needs	Increase self-esteem, provide students with skills to manage their own emotions and regulate their own behaviours
Anxiety Management	A series of sessions focusing on how to better cope with anxiety and build a range of self-help strategies.	To increase a student's awareness of their own emotions and know how to use a range of strategies to support themselves.
ELSA (Emotional Literacy Support)	1:1 sessions delivered by a trained Emotional Literacy Support Assistant promoting emotional wellbeing.	Students will develop new skills and coping strategies that allow them to manage social and emotional demands more effectively
Counselling	Weekly 1:1 time with school counsellor for a set period of time.	To support with current or historic SEMH issues in order to better a student's mental health.
Sensory Garden/Allotment	A functioning garden and allotment that is cared for by the school community for its own benefit.	A calm space that is designed to facilitate students learning how to self-regulate and direct their energies into positive outcomes.

Communication and Interaction Interventions

<u>Wave 2 Interventions</u>	<u>Outline of intervention</u>	<u>Aims</u>
Talk for Work	13 week intervention focusing on educating students on communication and interaction difficulties and how employers can make the work place more inclusive.	Develop students awareness and understanding of their own communication and interaction difficulties and build self-confidence as they move towards leaving school and entering the workplace.
Lego Therapy	Groups of students using play therapy to develop social and interaction skills with their peers.	Students develop their interaction, turn taking and cooperation skills.
Allotment	A functioning garden and allotment that is cared for by the school community for its own benefit.	A calm space that is designed to facilitate students learning how to self-regulate and work collaboratively to nurture the space and improve their self-confidence.
ASD awareness	Weekly group intervention that educates students on the different aspects of their ASD diagnosis.	Students become more self-aware and are able to communicate how they are feeling in a constructive way having greater awareness of their diagnosis.

Sensory and Physical Interventions

<u>Wave 2 Interventions</u>	<u>Outline of intervention</u>	<u>Aims</u>
Sensory Circuits	A form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child.	Students develop resilience and self-regulation techniques.
Touch Typing	20 minutes twice a week during tutor time	To increase typing speed for those who find writing difficult or it hinders their progress – possible to use for access arrangements
Sensory Garden/Allotment	A functioning garden and allotment that is cared for by the school community for its own benefit.	A calm space that is designed to facilitate students learning how to self-regulate and develop fine motor skills.

Cognition and Learning Interventions

<u>Wave 2 Interventions</u>	<u>Outline of intervention</u>	<u>Aims</u>
Homework Club	4 days a week – 1 hour after school, support with homework provided by TAs	Develop independence and self-management of students with their learning beyond the classroom
Reciprocal Reading	Group intervention is designed to develop students' comprehension skills through 4 key areas: predicting, summarising, questioning, clarifying	To develop a greater understanding of connotations and the ability to read for meaning and understanding.
White Rose Maths	Planned in conjunction with Maths teachers, each week focuses on key Maths skills that are needed as the foundation of maths	Develop students' mental maths and develop strategies that students can use in class independently

Precision Teaching	1:1 20 mins – three times (or more) a week on a specific area of focus within maths / English	To develop skills in targeted areas e.g., high-frequency words
EAL intervention	4 levels of intervention appropriate to fluency rate.	Build confidence in oral communication, develop vocabulary and written language
Touch Typing	20 minutes twice a week during tutor time	To increase typing speed for those who find writing difficult or it hinders their progress – possible to use for access arrangements
1:1 Century (Maths / English)	1:1 support using the online Century platform	To develop areas of weakness through working on targeted areas of maths / English on students' century pathway

Additional services:

We use the services of the following specialists:	<ul style="list-style-type: none"> • Inclusion Support Service Kent (ISSK) • Social Care • Kent Educational Psychology Service (Service level agreement) • CAMHS (Child and Adult Mental Health Service) • Paediatrician • School Nurse Service • Early Help • Dartford STLS • Project Salus
We currently possess the following equipment and facilities to assist our students with SEN:	<ul style="list-style-type: none"> • Overlays • Laptops • Writing slopes • Dyslexia dictionaries
Our arrangements for ensuring the involvement of parents of children with SEN are as follows	<ul style="list-style-type: none"> • The HLTA lead, but predominantly the Key Worker, are the point of contact • Parents/carers and students are invited to Annual Reviews • Parents/carers are involved in the evaluation of individual student plans • We have an 'open door' policy where parents are invited to telephone the school at any time • Regular contact between Key Workers and families
Our arrangements regarding complaints from parents of students with SEN	Parents are invited to speak directly to the SENCO, SEN lead or Assistant SENCO in the first instance. The school has a complaints procedure should you not be satisfied with the way your concern has been dealt with.
We work with the following bodies to ensure the best possible provision for our students with SEN	<ul style="list-style-type: none"> • Inclusion Support Service • Local Inclusion Forum Team • Social Care Services • Early Help • Educational Psychologist • GPs • CAMHS (Child and Adult Mental Health Service) • Paediatricians • Occupational Therapists

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| | <ul style="list-style-type: none">• Speech and Language Therapists• Physiotherapists• School Nurse Service• Attendance Officers/Educational Welfare Officer• Dartford STLS |
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Other useful local information for parents/carers:

Kent SEND Hub/Local Offer:

[Special educational needs and disabilities \(SEND\) - Kent County Council](#)

We are BEAMS:

[We Are Beams | Supporting Disabled Children and Young People](#)

Information Advice and Support Kent (IASK):

[Home | IASK](#)

Speech and Language UK:

[Speech and Language UK: Changing young lives](#)

Mental health support for SEND children:

[Health and wellbeing support for children and young people with SEND - Kent County Council](#)

Should you have any comments to make about the provision provided or need any further information please contact the school SENCO: Senco@stonelodgeschool.co.uk