

SEND policy

Stepping Stones Short Stay School



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Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Definitions	3
4. Roles and responsibilities.....	3
5. SEN information report	4
6. Monitoring arrangements	9
7. Links with other policies and documents	9

1. Aims

Our SEN policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEN).

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Stepping Stones is a welcoming place where children come first.

Children learn in a happy, safe school where values are at the heart of everything we do.

RESPECT – KINDNESS-TOLERANCE- TRUST

We provide an Outstanding education. Children know they are valued and safe.

Our curriculum enthuses, engages, stimulates and encourages a love of learning. Children explore and investigate to develop inquisitive minds.

Our staff find and nurture each child’s strengths.

Staff teach children to approach challenges and develop resilience.

Our inclusivity develops the unique qualities of every child.

Staff empower children to believe in themselves to achieve their full potential. Through consistency of approach and high expectations all our pupils make exceptional progress academically, socially, emotionally and behaviourally.

1. Legislation and guidance

All schools:

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

2. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3. Roles and responsibilities

The SENCO is Jane Meacham

Jane Meacham has strategic overview for SEND at Stepping Stones Short Stay School. Due to the nature of the school all teachers have SEND responsibilities in relation to their class.

Micaela Armstrong – Pupil Pathway Manager has responsibilities for liaising with health professionals, parents and other professionals regarding children's medical needs and also supporting families with the SEND processes and protocols.

They will:

- Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date

a. The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision Ensuring they follow this SEN policy.

5. SEN information report

5.1. The kind of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENCO and Assessment Lead to carry out a clear analysis of the pupil's needs.

This will draw on:

- The information from the mainstream school and base line assessments
- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

Very often children arrive at Stepping Stones with a high level of support and interventions that have been carried out. It may be that a child is in the EHC process during their placement or have an Educational Health Care Plan.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood.

We will share information with the mainstream school, or other settings the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

When a child is moving on either to a new school or returning to their substantive school a reintegration meeting and report will be provided outlining the strengths of the child and identified strategies to support a successful transition.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions (where appropriate and linked to the child's needs):

Area of Need	Suggested resources/strategies
Social	<ul style="list-style-type: none">• Lego therapy – a programme to support social skills development• Socially speaking• 1:1 social group• Adult modelling appropriate social skills• Co-operation games and talk about it games
Emotional	<ul style="list-style-type: none">• Zones of regulation[®]• Conscious discipline approach• Thrive approach• SEAL – Social, Emotional Aspects of Learning• Relax Kids• PSHCE lessons• A wide range of Margot Sunderland Resources• The Incredible 5 point scale• Jenny Mosley Circle Time Education• 5 steps to self-regulation model (conscious discipline)
Behaviours for learning	<ul style="list-style-type: none">• Highly structured environment• Daily routines and visual timetable

	<ul style="list-style-type: none"> • Clear and consistent rewards and consequences • Individual behaviour plans • Time out in a range of areas to regulate. • Risk Identification and Use of risk management plans • Conscious Discipline approach • Paul Dix approach
Cognition and learning	<ul style="list-style-type: none"> • Quality first teaching strategies • A variety of interventions including: <ul style="list-style-type: none"> ○ Individual literacy support ○ Individual numeracy support ○ Phonics ○ Ficher family trust reading recovery ○ Accelerate read/write ○ Toe by Toe ○ Rapid Maths ○ IDL program
Speech and Language	<ul style="list-style-type: none"> • Visuals • Simplified language • Explicitly taught vocabulary • Explicit adult modelling of language • EYFS language rich environments in classrooms appropriate to the developmental age of pupils • Speech and Language therapists who work with specific children and provide resources and interventions, which are implemented within school/
Sensory	<ul style="list-style-type: none"> • Flexible approach to meeting individuals needs for identified sensory needs. • These may include <ul style="list-style-type: none"> ○ Movement breaks ○ Chew items ○ Ear defenders ○ Reasonable uniform adjustments ○ Sensory diet ○ Fidget tools ○ Therapy putty ○ Smell tubs ○ Sensory rooms ○ Dark tent ○ Sensory fabrics and items
Physical	<ul style="list-style-type: none"> • Adaptive quality first teaching strategies

	<ul style="list-style-type: none"> • Pencil grips • Different sizes of pencils • Handwriting interventions • Fine motor skill intervention • Gross motor skill intervention • Referral to specialist services as appropriate and implementation of strategies and intervention as advised
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5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a minimum of 1 teaching assistant per class and additional where required, who are trained to deliver interventions as outlined above.

Teaching assistants will support pupils on a 1:1 basis when it is appropriate to do so and identified as part of an intervention.

We work with the following agencies to provide support for pupils with SEN:

- Lancashire SEND
- CAMHS / Medical professionals
- Educational Psychology – Commissioned and Local Authority

5.9 Expertise and training of staff

Our SENCo is an experienced SENCo who has achieved the National Award for Special Educational Needs Co-ordinator. They have taught in all three key stages, and has been a Curriculum subject leader for various subjects.

They are allocated ½ day per week to manage SEN provision.

There is a high level of skill and expertise within the whole staff team.

5.10 Securing equipment and facilities

When stated in a child's specialist reports or EHC the school will liaise with the necessary people to seek appropriate equipment and resources.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term – IEP reviews and monitoring
- Reviewing the impact of interventions after each half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All pupils are encouraged to go on any trips, visits and participate in theme days where appropriate and where the risk assessment allows.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part in all events in school and actively voice their thoughts and opinions through circle time, daily meetings and pupil voice opportunities.

Bullying of any child will not be accepted or tolerated and will be managed using the school's positive behaviour policy and using restorative approaches.

5.14 Working with other agencies

Stepping Stones actively works in collaboration with other agencies to provide a child centered approach.

The school works in conjunction and with support of the Local Authorities Special Educational Needs and Disabilities Case Manager.

Where a child is dual registered the school continued to maintain links with the mainstream school and work in collaboration.

Stepping Stones works closely with other agencies such as CAMHS, Speech and Language, paediatricians etc.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

SENDIAS offer an impartial information and advice for parents and carers about the law on special educational needs and disability covering:

- Education, health and social care
- National and local policy
- The SEND local offer
- Your rights and choices
- Your opportunities to participate
- Where you can find help and advice
- How you can access this support

Lancashire SEND IAS offers different types of support for parents, carers and young people, depending on your needs and situation.

All of the information and advice we give is individual, impartial and confidential.

We give information and advice through:

- [Telephone and email support](#) through our helpline and IAS officers
- [Face to face / virtual support](#) from IAS officers
- [Events and training](#)
- Signposting to other [helpful SEND websites](#)

There is more information on the following weblink or contacted by phoning:

0300 123 6706

Monday to Friday 9am to 5pm

Or by

email: information.lineteam@lancashire.gov.uk<https://lancssendias.org.uk/parents/>

<https://www.steppingstones.lancs.sch.uk/parents-area/> has weblinks to specific SEN organisations and a link to the Lancashire SEND

5.17 Contact details for raising concerns

Michael Hooper (Headteacher) can be contacted via telephone 01524 67164 or email head@steppingstones.lancs.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is found on the school website <https://www.steppingstones.lancs.sch.uk/> under key information.

Lancashire's local offer is found on their website <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Monitoring arrangements

This policy and information report will be reviewed by Jane Meacham every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

6. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions