

6. Schools

What this chapter covers

This chapter applies mostly to mainstream schools. The Equality Act duties described under 'Equality and inclusion' and the duty to publish an SEN information report under '**Publishing information: SEN information report**' **apply to special schools, as do schools' duties in respect of EHC needs assessments and plans** (Chapter 9 – Education, Health and Care needs assessments and plans). The chapter explains the action that mainstream schools should take to meet their duties in relation to identifying and supporting all children with special educational needs (SEN) whether or not they have an Education, Health and Care (EHC) plan.

Publishing information: SEN information report

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

SEN INFORMATION REPORT

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The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school
<p>Moderate Learning Difficulties with Additional Needs</p> <p>Children will have significantly lower educational development across all National Curriculum areas than is generally expected for pupils of the same age. Their cognitive profile will be at or below the second percentile.</p> <p>Children will also have additional barriers to learning such as:</p> <ul style="list-style-type: none"> • Communication and social difficulties • Autism and autistic behaviours • Hearing or visual difficulties with associated learning difficulties • Global delay
Arrangements for consulting parents of children with SEN and involving them in their child's education
<p>The school works closely with parents/carers in the support of their children. We encourage an active partnership through an ongoing dialogue with parents/carers. The home-school agreement is central to this. Parents/carers have much to contribute to our support for their children. Parents are invited to annual Statement/EHC Plan reviews and provide valuable information for them.</p> <p>The school operates an 'open door' policy where parents are welcome to come into school at any time instilling confidence that our school will listen and act appropriately.</p> <p>The school information pack is issued to parents/carers of new pupils to the school. The school website is updated regularly and contains details of our policies and other useful information.</p> <p>We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of their children.</p> <p>We publish information on our website about the Pupil Premium (expenditure and impact) http://stonehillschool.co.uk/?page_id=499</p>

Arrangements for consulting young people with SEN and involving them in their education

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in all Key Stages recognises the importance of children developing social as well as educational skills at the appropriate level.

Stone Hill has a pro-active and effective school council. Children are involved at an appropriate level in setting PSHCE and other curricular targets in their IEPs. Children are encouraged to make judgements about their own performance against targets. We recognise success in all aspects of school life.

Pupils create a One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Reviews are arranged annually and help to ensure that the children's progress is monitored and evaluated which also takes into account and includes the parents and carers views.

Annual parents evenings are also arranged where the needs of the children can be discussed.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.

When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

We will discuss transition needs of all children at their statutory Annual Reviews.

From Y9 at the earliest we will begin to discuss children's hopes for the future and other aspects in preparing for adulthood. This is also addressed through opportunities to take part in work placements where children are encouraged to experience a working environment and begin to understand the next steps towards independence.

Approach to teaching children and young people with SEN

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- having high aspirations for every child setting clear progress targets;
- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities by considering their individual needs;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work and curriculum resources appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

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The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

- regular cycle of in-house training for staff to ensure all have a basic awareness and understanding of autism
- regular discussion groups and workshops for parents of ASC pupils from Link schools and from Stone Hill School
- regular visits from support and teaching staff from other schools for hands-on experience of ASC pupils and of the application of strategies for working with these pupils.
- in addition, alongside outside agencies, the school has entertained a range of outside speakers on ASC to further develop awareness
- the school works with outside agencies such as Education Psychologists, school nurses, Occupational Therapists and Speech and Language Therapists to enhance provision for all pupils within the school including those with ASC.
- the school is represented on the Doncaster Autism Forum Group
- J Swift is an NAS EarlyBird Trainer, NAS EarlyBird Plus Trainer, and Cygnet Trainer (parenting programmes for parents/carers of children with an autism spectrum condition and Cygnet Practitioner Programme to develop skills of professionals involved with children with autism)
- many staff in the school (both teachers and TAs) hold recognised autism-specific post-graduate qualifications.

Evaluating the effectiveness of the provision made for children and young people with SEN

In line with the LA, we complete annual reviews that evaluate and monitor the progress made by all children in our school.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

We provide a variety of lunchtime clubs which are accessible to **all** pupils. These clubs fit the emotional and physical needs of our pupils.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

Our school has extensive pastoral support that is accessed by a number of children and is available to all.

We have the Gold ABCM and are working with local schools to develop and achieve a platinum award for anti-bullying.

We believe that education in P.S.H.C.E. enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

In so doing, we help to develop their sense of self-worth. We teach them how society is organized and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of P.S.H.E .helps in many ways to meet the objectives set out in The Children's Act 2004, 'Every Child Matters' – that those children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

Our **objectives** in the teaching of P.S.H.C.E .are for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues;
- to understand what makes for good relationships with others;
- to have respect for others;
- to be thoughtful and responsible members of their community and their school;
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to develop good relationships with other members of the community.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

School uses and provides support for and within the community.

These are services that become involved when a need is identified.

- Outreach from school
- School nurse
- Educational Psychologists
- SALT
- OT
- HI/VI Team
- LAC virtual school team

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

If a parent or carer is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with the school. In our experience, most matters of concern can be resolved positively in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they naturally want to know if there is a problem, so that the school can take action before it seriously affects the child's progress.

The head teacher considers any such complaint very seriously, and investigates each case thoroughly. Most complaints are normally resolved by this stage.

Should any parents or carers have a complaint about the headteacher, they should first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school, but if parents or carers are unhappy with the outcome, they can make a formal complaint, as outlined below.

Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing, and signed, stating the nature of the complaint, and how the school has handled it so far. The parent or carer should send this written complaint to the chair of governors.

The governing body must consider all written complaints within three weeks of receipt. It will arrange a meeting to discuss the complaint, and will invite the person making it to attend the meeting, so that s/he can explain the complaint in more detail. The school gives the complainant at least three days' notice of the meeting.

After hearing all the evidence, the governors will consider their decision and inform the parent or carer about it in writing. The governors do all they can at this stage to resolve

the complaint to the parent's or carer's satisfaction.

If the complaint is not resolved, a parent or carer may make representation to the LA. Further information about this process is available from the school or from the LA. A further meeting is chaired by an independent person, who considers all the evidence and makes a further judgement in an attempt to resolve the complaint.

If any parent or carer is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of State for Education and Skills

See complaints policy listed on School Website

http://stonehillschool.co.uk/?page_id=122

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

Link on Stone Hill School's website

http://stonehillschool.co.uk/?page_id=558

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEN.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEN support, and to enable the Local Authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN Information Report.

Schools and post-16 settings as commissioners

3.66 Schools and post-16 settings can also be commissioners in their own right. Schools have a notional SEN budget and many schools will commission services (such as speech and language therapy, pastoral care and counselling services) to support pupils. Schools must work with the local authority in developing the Local Offer, which could include school-commissioned services. **The school must set out its SEN policy and information on its approach to supporting children and young people with SEN.**

Link on Stone Hill School's website

http://stonehillschool.co.uk/?page_id=122