

Stone Hill School

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY’S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA’s Local Offer site located under ‘Information, Advice and Guidance’ (then under ‘Schools and Alternative Provision’). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4). This document reflects the changes within Doncaster Local Authority with the introduction of the Graduated Approach for SEND for Doncaster.

Schools have additional duties under the Regulations to provide more detailed information in their SEND Policy, SEND Information Report and how the school meets the duties of the Equality Act 2010.

Brief description of the school
<p>Stone Hill is the one LA maintained Special Educational Needs School for children and young people from 5 to 19 year olds, who have full EHCPs with a variety of MLD and associated needs, including a high proportion of pupils with Autism (58%). We are one of six Doncaster schools offering specialist provision throughout the authority. Stone Hill, alongside the LA, offers Outreach to primary and secondary schools one day a week for pupils with moderate learning difficulties, social communication difficulties/autism; a very professional and respected service which is always in demand. Additional to this we offer nationally recognised courses in partnership with the Autism Education Trust (AET) for both parents and professionals. The school delivers an outstanding education to pupils at all Key Stages according to Ofsted, June 2019. Pupils achieve both academically and with their personal and social development, as a direct result of the extensively enriched curriculum. The pupils enjoy a full curriculum of creative arts and music, as well as experiences of outdoor learning, including camping and sporting events. Pupils in Key Stage 4 leave school well prepared for Post 16 options, after accessing a range of transitional activities including College link placements and links with other Post 16 Providers. The diversity and opportunities that the pupils are offered and undertake are exceptional for a small school; most of which come from the enthusiasm and commitment of all the staff.</p>
How we identify if your child may need additional help and/or has special educational needs (SEND)

Children with special educational needs have learning difficulties that call for special provision to be made. Children have a learning difficulty if: • they have significantly greater difficulty in learning than the majority of children of the same age • they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age All the children who join us have been in early education and have an Education Health and Care Plan (EHCP). All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate and personalised curriculum for all our children. We use a range of strategies that make full use of all available classroom and school resources. At wave 1 the child's class teacher will offer interventions that are different from or additional to those previously provided in mainstream schools. The class teacher will keep parents/carers informed and draw upon them for additional information. At wave 2, we have a small team of Key staff who provide more bespoke interventions that happen individually or in small groups out of the classroom. These include ELSA, Lego therapy, Speech & Language therapy programmes including Nuffield and academic interventions such as Literacy Toolbox and Freshstart Phonics. We will record the strategies used to support the child based on their short term outcomes which are set at their EHCP review meeting to support their medium term outcomes. The short term outcomes will be reviewed mid-term and then again at the annual review meeting. In some cases, children will be given extra support in school by external support services. This may lead to additional strategies and interventions being used. Early identification and interventions are vital and all pupils will have specific targets set as soon as any child has entered the school and been assessed. The class teacher, TA's and senior leadership team assess and monitor the children's progress in line with existing school practices. This is an on-going process. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher will break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

How we involve parents, carers and families in meeting the needs of their child and in whole school developments

Staff work closely with works parents/carers to plan an appropriate programme of support. We encourage an active partnership through an on-going dialogue with parents/carers. The home–school agreement is central to this. We ensure regular communication between home and school using a variety of different methods. We use SeeSaw as a general messaging system to communicate day to day issues and keep parents informed of learning. We also have regular parent teacher meetings which link to general learning strategies as well as short term outcomes (STO) lining to EHCPS where further communication is needed, we have additional meetings and phone calls. Parents/carers have much to contribute to our support for their children. 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. We invite parents into school for short sessions to share in their child's learning experience. 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. November 2022 We publish information on

our website about the Pupil Premium (expenditure and impact)
<https://www.stonehillschool.org/pupilsports-premium>

How we will involve your child in the planning and review of their support

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. Pupils create a Pupil Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future. Children are encouraged to understand their own steps to success through the use of a Knowledge Organiser and make judgements about their own performance against targets. We recognise success in all aspects of school life. Stone Hill has a pro-active and effective school council.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

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. 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 to teach an isolated skill, outside the classroom. Once mastered we provide support to allow the pupil to transfer learnt skills and apply within the context of their classroom.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

All pupils within Stone Hill School have SEND and an EHCP. Our Teachers are trained in approaches and techniques specific to the needs of our learners where pupils need additional support beyond quality first teaching, we use a waved approach to provide further opportunities develop specific skills or concepts. Pupils often receive further interventions from the interventions team including teachers, SENDCo, Learning Mentor and Pastoral Lead where appropriate. We work with external agencies such as SALT, EP, OT, Physio, VI services, BOSS and CAMHS.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has communication or social communication needs

Through our very specialised curriculum we strive to:

- support pupils with autism to make sense of our world through support and consideration of individual pupil needs
- provide structured work activities and play situations which take account of the barriers in generalisation, communication and empathy experienced by pupils with autism
- create a safe environment where the pupils can learn and develop independence and social knowledge
- create a communication rich environment valuing preferred communication support such as visuals and technology.
- work with parents and visiting professionals in order to share and discuss barriers and to develop possible strategies for reducing difficulties
- include pupils with autism in the school in all possible situations
- provide access to the Pre-Key Stage and National Curriculum with appropriate modifications and differentiation to suit individual needs
- provide a relevant curriculum which includes individual and small group activities if appropriate
- implement recommendations from EHCP's and to set short term targets accordingly
- continue to develop staff expertise in working with autistic pupils through relevant courses and reading material
- continue to work beyond the school to share ideas and work together with other agencies in training

How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs

Some children in our school have medical conditions and sensory needs that require care and support to enable full access to education, including school trips and physical education. Some children with sensory needs or medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Further details are outlined in our POLICY AND PRACTICE GUIDELINES FOR SUPPORTING PUPILS WITH SPECIAL MEDICAL NEEDS IN SCHOOL

How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being

Our school ethos is based on supporting our pupils to develop their potential academically, spiritually and morally in order to take a meaningful place in society we prioritise Health and Wellbeing curriculum. All members of staff are trained in the Studio III approach which is a low arousal approach using a range of behaviour management strategies focusing on the reduction of stress fear and frustration. We

seek to understand behaviours and identify triggers in order to support our learners to develop strategies that allow them to independently manage their own stress responses.

Our school has extensive pastoral support that is accessed by a number of children and is available to all. Some staff are also trained in other forms of support such as ELSA. We believe that education in Health and Well-being 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. We have the Gold ABCM. In so doing, we help to develop their sense of self-worth. We teach them how society is organised 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 Health and Well-being 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 Health and Well-being 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 we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

Children's diverse needs are catered for through individually assessing their requirements. The environment can then be adapted accordingly.

How we promote developing independence

Our school's ethos is based upon the promotion of independence and life skills. The whole school curriculum is based on the development of these skills including when the children take part in residential visits. All opportunities are taken to ensure that the children are best prepared for an independent life.

<p>How we measure and review your child's progress against their targets and longer term outcomes</p>
<p>In line with the LA, we complete annual reviews that evaluate and monitor the progress made by all children in our school.</p> <p>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. Parents evenings are also arranged where the needs of the children can be discussed.</p>
<p>How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child's SEND, and supporting you as their family</p>
<p>School uses and provides support for and within the community.</p> <p>These are services that become involved when a need is identified.</p> <ul style="list-style-type: none"> • Outreach (in-house) • BOSS • School nurse • Educational Psychologists • SALT • CAMHS • OT • ASCETS • HI/VI Team • LAC virtual school team <ul style="list-style-type: none"> • regular discussion groups and workshops for parents of autistic pupils from Link schools and from Stone Hill School • many staff in the school hold recognised autism-specific post-graduate qualifications • Stone Hill are official partners in Doncaster of the Autism Education Trust (AET) and many of our staff are trainers to deliver understanding Autism course for professionals and parents/carers. https://www.stonehillschool.org/aet-partnership
<p>How we deploy our resources to meet the needs of children with SEND (including reference to using the Graduated Approach, the SEND Notional (Element 2) and Element 3 Funding)</p>

The Headteacher is responsible for the operational management of the resourcing for special needs provision within the school. He informs the governing body of how the funding allocated has been employed. The Headteacher then draws up the resources bid when the school is planning for the next school development plan.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

We have a regular cycle of in-house training for staff to ensure all have a basic awareness and understanding of autism and other additional needs. We have 10 Communication Champions (specialist Teaching Assistants) who support the varying needs of pupils' speech, language and interaction abilities within class. All staff are offered internal and external CPD on a regular basis, managed through robust performance management cycle.

How we include children with SEND in the life of our school

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 communication 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.

How we prepare children and young people with SEND to join our school

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. All children are encouraged to visit school to become familiar with the setting. School information is shared with the family ensuring that transitions are smooth and worthwhile, often being tailored to individual needs. Parents/Carers of new children are invited into

school prior to their child's arrival and are given then opportunity to share information about their child with teachers and other staff.

How we prepare children and young people with SEND to move on from our school

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.

Contacts for more information

Head teacher: Mr P Scotting

Chair of Governing Body: Mr M Gallefant

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Telephone: 01302 800090

Email: admin@stonehillsch.co.uk Website:

<https://www.stonehillschool.org/>

Please note:

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

Please return this document to Families Information Service, by email to:

FIS@doncaster.gov.uk

If you have any queries, please contact Louisa Townsend at

louisa.townsend@doncaster.gov.uk or Family Information Service on 0800 138 4568.

Thank you.