

Name of School: Stone Hill School Date of Report: December 2023

SEND INFORMATION REPORT

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 SEND.** The information published **must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.**

The information required is set out in the Special Educational Needs and Disability Regulations 2014 (and in the updated 2015 Code of Practice).

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

This document includes recommendations for points to include following the introduction of Doncaster's Graduated Approach for SEND.

The kinds of special educational needs and disabilities that are provided for
<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 could also have additional barriers to learning such as:</p> <ul style="list-style-type: none">• Autism• Hearing or visual difficulties with associated learning difficulties• Global delay• Downs Syndrome
The name and contact details of the SENCO and further contacts where parents and carers may have concerns
<p>Mr P Scotting – Headteacher head@stonehillsch.co.uk</p> <p>Mrs L Leithgoe – SENCo lleithgoe@stonehillsch.co.uk</p> <p>Alternatively contact school (01302 800090) to request a visit admin@stonehillsch.co.uk</p> <p>The school works closely with parents/carers in the support of their children. We encourage an active partnership through an on-going dialogue with parents/carers. The home–school agreement is central to this. Parents/carers have much to</p>

contribute to our support for their children. Parents are invited to annual Education Health Care Plan (EHCP) reviews which provides valuable information for them.

The school operates an 'open door' policy where parents and carers are welcome to come into school at any time instilling confidence that our school will listen and act appropriately.

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.

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

Policies for identifying children and young people with SEND and assessing their needs (mainstream schools)

All pupils at Stone Hill School have an EHCP.

Please see [SEND policy](#) available on school website.

Arrangements for consulting parents and carers of young people with SEND and involving them in their child's education

All pupils at Stone Hill School have an EHCP and are invited to annual reviews. All parents are also informed formally of their child's short term targets in addition to an open dialogue on 'Seesaw' which is a communication platform between home and school.

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

All pupils at Stone Hill School have an EHCP and contribute towards their Pupil Profile.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents/carers 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. Short Term Outcomes are set as part of the annual review cycle and copies and progress shared with parents/carers.

Parent's evenings are held in the Autumn and Summer terms 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. When appropriate, we will begin to discuss children's hopes for the future and other aspects in preparing for adulthood. From Year 9 at the earliest, this becomes more formal; being 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 SEND

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 communicative 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 take part in learning

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

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.

Short Term Outcomes (which replaced the Individual Education Plans) 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.

The expertise and training of school staff to support children and young people with SEND, 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 and other specific learning difficulties.
- regular visits from support and teaching staff from other schools for hands-on experience of pupils with MLD and Autism and of the application of strategies for working with these pupils.

- 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.
- the school is represented on the Doncaster Autism Forum Group
- many staff in the school (both teachers and TAs) hold recognised autism specific post-graduate qualifications.
- Stone Hill School work in partnership with the Autism Education Trust

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

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

All children within Stone Hill School have a SEND and a full EHCP

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 SEND and measures to prevent bullying

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 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 SEND 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 (in-house)
- BOSS • School nurse
- CAMHS
- Educational Psychologists
- SaLT
- OT • HI/VI Team
- ASCETS
- LAC Virtual School Team

Arrangements for handling complaints from parents and carers of children and young people with SEND 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 in school work very hard to ensure that each child is happy, 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 Headteacher 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.

[Complaints Policy](#) listed on School Website

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

<http://www.doncasterchildrenandfamilies.info/thelocaloffer.html>

Please note:

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

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 SEND support, and to enable the Local Authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND Information Report.