

Stepping Stones School

SEN and Disability Policy 2020

SEN Policy

School name	Stepping Stones School
SEN Governor	Joint Chairs: Claire Cookson and Jo Franklin The SEN Governor will monitor the implementation and effectiveness of SEN provision and update the governing body.
SENCO	The SENCO will oversee the day-to-day operation of the SEN policy. Contact senco@steppingstones.org.uk or call the school office directly.

Date of policy	September 2020
Review date	2021

Who was involved in creating the policy and how	Headteacher: Jacqueline Silver SEN Lead: Cindy Harnett Therapy Lead: Nanci Doyle
Reference to statutory legislation and guidance	Children & Families Act 2014 Equality Act 2010 SEND Regulations 2014 SEND Code of Practice 2015
Links to other in-house policies relevant to SEND	Assessment, Recording and Reporting Policy Behaviour Policy Anti-Bullying Policy Supporting Pupils with Medical Conditions Policy Accessibility Policy Complaints Policy Safeguarding and Child Protection Policy Pupil Premium Policy
Our values and vision for SEND in our setting	At Stepping Stones we believe in providing students with a caring, fun environment where they can truly benefit from a bespoke curriculum, technologically innovative teaching practices and the chance to grow and develop into confident, independent young men and women. We take a holistic approach to meeting the needs of our students. Read in conjunction with Equalities Policy and Admissions Policy and the SEN code of Practice 2015
Definition of SEND	At Stepping Stones we use the definition for SEND and for disability

	<p>from the SEND Code of Practice (2015). This states: SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than most others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.</p> <p>Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.</p>
Definition of SEND provision/SEN support	<p>All pupils at Stepping Stones will have an EHCP with identified needs, provision stated and goals/outcomes outlined. Annual Reviews will action statutory changes. As a specialist provider, teaching students with SEND is the core business of Stepping Stones. We structure our approach to the individual needs as set out in the Education Health and Care Plan (EHCP).</p>
Our objectives	<p>At Stepping Stones all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need. Ambitious educational and wider outcomes will be set for them by the teacher. We want all pupils to become confident, independent individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.</p>
Areas of Need	<p>Communication and interaction Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p> <p>Cognition and learning Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) where children are likely to need support in all areas of the curriculum. Specific</p>

	<p>learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p> <p>Social, emotional and mental health difficulties</p> <p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder or attention deficit hyperactive disorder. Stepping Stones has clear processes to support children and young people, including how we manage the effect of any disruptive behaviour so it does not adversely affect the learning of other pupils.</p> <p>Sensory and/or physical needs</p> <p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI)) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p> <p>Medical needs</p> <p>Stepping Stones School understands its responsibility to make the school welcoming and inclusive, and that we are required to support all pupils with medical conditions and provide them the same opportunities as others at the school. We work very hard to ensure that a pupil's medical condition, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential. Pupils with long-term and complex medical conditions receive ongoing support with medicines and care whilst they are at school to help them manage their condition and keep safe and well. Additionally, pupils who only require monitoring and interventions in emergency circumstances are also supported by the school. We approach our pupils needs holistically and understand that there are also social and emotional implications associated with medical conditions. We work with our pupils, their parents, therapists, external health professionals, staff and the wider community to ensure that a pupil with a medical condition is supported in the best possible way. Medical conditions may include, but are not limited to, epilepsy, cerebral palsy, inherited genetic conditions, diabetes, undiagnosed conditions, asthma, anaphylaxis and hemiplegia.</p>
Our partnering approach to involving	Parents are always welcomed as partners into the school to discuss their child's progress and or any problems that may, from time to time


<p>parents/carers/ children/young people</p>	<p>arise. There are regular parent’s evenings as well as the statutory annual and transitional review meetings. Exceptionally staff may visit parents at home but will avoid lone working. Parents of pupils are kept fully informed as to their child’s progress through reports, letters and telephone calls.</p> <p>Home school liaison is also encouraged by regular newsletters, home to school books, parents acting as volunteers and through the work of the Parents Association and Friends of Stepping Stones Group.</p>
<p>Record keeping, monitoring and data management</p>	<p>As a school we track and analyse the children’s’ progress across all areas on a half-termly basis. Data is collected on academic progress, engagement, attendance PASS (Pupil Attitude to School and Self) and at Key stages 4 and 5 we also collect data on ‘work readiness’. Student progress is discussed in the Education Meeting each term. In these meetings, a discussion takes place where there are concerns around attendance, progress, engagement and work readiness and actions are agreed and put in place. The Headteacher / senior leadership team report regularly to the Governing Body. We have a governor who is responsible for SEN and reports back to the Governing Body.</p> <p>Access Arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. Specific access arrangements maybe identified in the EHCP and in some instances the school will apply for specific access where it has not been identified in the EHCP. For example, extra time, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make ‘reasonable adjustments’. Stepping Stones will apply directly to the relevant bodies on behalf of our students.</p> <p>Therapists are required to complete contemporaneous written notes in accordance with their professional body. (<i>College of Occupational Therapists (COT) Code of Ethics and Professional Conduct, The Chartered Society of Physiotherapy (CSP) Code of Professional Values and Behaviour and Royal College of Speech and Language Therapists(RCSLT) professional standard</i>) Therapists are required to ensure an appropriate audit trail is in place. Archiving of therapy records: Records are kept in accordance with the NHS Code of Practice for Record Management (second edition)</p>
<p>Funding</p>	<p>Local Authorities: We work closely with the Local Authorities to engage them in the funding of our pupils. Where, working together, we are successful in naming Stepping Stones through the EHCP process, your Local Authority will fund the place for your son or daughter.</p> <p>Private funding by parents: Parents may pay the school directly for the</p>

	<p>costs associated with placing their child here; these costs will vary according to the specific needs of the child. We do, however, encourage all parents to obtain an EHCP for their child to ensure they get the best support for their child now, and in the future.</p>
Working with external partners	<p>As a school we work closely with external agencies that support individual children's' needs. Where needed or when requested specialist expertise will be secured. The school runs forest school and equine empowerment sessions.</p> <p>Link to Hampshire Local Offer: https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page</p> <p>Link to Surrey Local Offer: https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page</p> <p>Link to West Sussex Local Offer: https://westsussex.local-offer.org/</p>
Supporting transition	<p>The transition from school to college, work or further education is well planned and pupils and parents are prepared by being given opportunities to meet with Post 16 providers in Year 9, 10 and 11. Opportunities for Work Related Experience ensure a smooth transition.</p>
Pupils with medical conditions	<p>Please read Supporting Pupils with Medical Conditions Policy</p> <p>Stepping Stones employs a school nurse to support pupils with medical conditions. All cases are dealt with individually in consultation with parents and relevant medical professionals. An individual health care plan is written for each child in liaison with parents, the student, teaching staff, therapeutic staff and external health professionals. This school uses Individual Healthcare Plans to record important details about individual children's' medical needs at school. The plans will include the following (depending on the individual circumstances):</p> <ul style="list-style-type: none"> • Details of the medical condition – triggers, signs, symptoms and treatments • Details of the impact of the condition on the child including the need for medication or other support, facilities or equipment that may be required • Details of any specific support required to meet the individual's education, social or emotional needs • Training requirements • Internal information requirements (who needs to know) • Parental consents for administration of medicine and sharing information • Information relevant to off-site visits • Emergency information

Safeguarding	We operate a strong anti-bullying policy. The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school.
Staff training	The Governors encourage all staff to undertake training in relation to their curriculum area and in wider areas related to special education needs. Governors ensure that their own training is directly related to the school development plan priorities. All staff are involved in the in school's Performance Development Review schedule each year. There is regular staff training on site and the school often uses external professionals on a needs basis to upskill the staff. For example, over the past two years there has been training around PDA, Processing delay, attachment disorder, bereavement etc. There is annual safeguarding for all staff. Staff identify specific training needs through their Performance Review Meetings and through their line management meetings. Training may take place online, through our membership of PIXL or through external training providers.
Further needs assessment	All students at Stepping Stones have an Education Health and Care. Once a child or young person starts attending the school we may carry out other assessments. All assessments are carried out with parental permission. For example, if a child is not learning as well as we expect we may undertake additional assessments which may identify a sensory need or specific learning difficulties. In these circumstances we would work in close partnership with our therapists and other multiagency professionals to gain a full, clear, picture of the child's needs. In such circumstances Stepping Stones always ensures that parents or carers are closely involved in the process. Any student may have changes to their provision in school in the short term or long term if we think they need extra help in particular areas, we will always discuss with families.
Annual Reviews	Annual Reviews are held for each student to determine if any changes need to be made to the EHCP. Prior to the meeting reports and information is collected from any professionals who have been supporting the student. These are also shared with parents prior to the meeting. The views of the students are sought before each review. Relevant professionals are also invited attend the meetings. After the Review meeting, a report is sent to the Local Authority. Where necessary requests are made to update the EHCP.
Data Protection	Refer to Data Protection Policy
Complaints process	We encourage everyone who has a concern or complaint to come forward and express it so that the school can resolve issues swiftly and to allow us to improve our procedures.

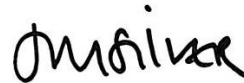
	Refer to Complaints Policy
SEN information report	See the school website.

Claire Cookson
Chair of Governors



Date 1st September 2020

Jacqueline Silver
Headteacher



Date 1st September 2020

This policy will be reviewed annually