



Stone Lodge SEN Information report

May 2021

This report is based on **Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities 2015 DFE** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> page 106 6.79

Contents

Introduction	2
SENDAT	2
Statement of Intent.....	3
Policies	3
Consulting families.....	4
Supporting parents and families.....	4
Arrangements for consulting young	4
Arrangements for assessing	5
Arrangements for supporting moving between phases	5
Approach to teaching	6
Adaptations that are made	7
Expertise and training of staff	8
Evaluating the effectiveness	9
How are students enabled to engage in activities?	9
Pupil Premium.....	10
Duke of Edinburgh's Award	10
Transport to school	10
Support for improving emotional and social development.....	11
How the school involves other bodies.....	11
Arrangements for handling complaints.....	12
Key Contacts - Senior Leadership Team	12

Introduction - the kinds of SEN that are provided for

Stone Lodge is a Special school for students with complex Moderate Learning Difficulties (MLD). This includes, but is not exclusive to, those who's needs may be described as Cognition and Learning, including moderate autistic spectrum disorders (ASD), a track record of achieving progress at a slower rate than their peers, dyspraxia, global developmental delay, and many other conditions.

The school takes students from year 1 (age 5) through to year 11 (age16). Currently there are 175 places.

SENDAT



Stone Lodge joined SENDAT on 1st November 2019.

SENDAT's purpose is to support and develop specialist provision both in the local area and more widely across the county. For more information visit <https://sendat.academy> SENDAT supports the growth of other specialist provisions, including:



- Priory School in Bury St Edmunds is a founder sponsor of SENDAT (Special Educational Needs and Disabilities Academies Trust). Priory is a special school for students with complex MLD. It has 190 places from 5-18 (including sixth form) and 23 residential places. <https://sendat.academy/Priory/>
- Mount Road is a specialist class for students with ASD and challenging behaviour. The class is based at Priory school.
- Angel Hill College (AHC) for young people 16-25yrs with SEND. <https://sendat.academy/angelhill/> The main purpose of AHC is to support the successful transition of its students into mainstream further education.
- SENDAT Outreach provision is based on the Priory School site and supports students in 50% of mainstream schools across Suffolk. For further information please visit <https://sendat.academy/outreach/>
- Chalk Hill – Sudbury. Residential Pupil Referral unit for students in Key stages 2 and 3 <https://sendat.academy/chalkhill/>



The trust anticipates expanding in the future to include additional special schools, free schools and other SEND provisions across Suffolk and its border counties.

- Duke of Lancaster – Opening January 2022, new special school in Fakenham for students with communication and interaction difficulties. <https://sendat.academy/dukeoflancaster>
- Mulberry - Opening September 2021, working in partnership with John Milton Academy Trust. Two Key stage 2 classes at Mendlesham Primary and Two classes for secondary ag students at Stowpland High School. For students who



need some additional support but not a full special school place.

<https://sendat.academy/mulberry/>

- Peile- Opening September 2021, working in partnership with Chantry Academy and the Active Learning Trust. Two classes for secondary age students at Chantry High School. For students who need some additional support but not a full special school place. <https://sendat.academy/peile/>



Statement of Intent

Our vision is to develop well-rounded, confident individuals who can go forward into their adult lives prepared for the work environment and capable of being independent and productive citizens.

We believe that high quality education is best achieved when the needs of each individual pupil – social, emotional, spiritual and educational - are absolutely central to their development plan. Through focusing on students as individuals, we tailor challenging and enjoyable educational programmes to engage and motivate, directly meet their needs and provide truly personalised learning.

We work with each pupil, their parents / carers and other professionals to understand and work to overcome particular barriers to learning, so they can achieve their full potential within a secure and caring environment.

We will develop our capacity as a special academy school to enhance the range of experiences available to our students and offer them greater opportunities for personal, social, intellectual and physical development through both our day and range of extra-curricular activities. Linked to this, we will continue to work with the wider community to ensure Stone Lodge has a central place within it.

We believe that improving the quality of education is an ongoing process which involves monitoring, reflection and evaluation, leading to enhancement of best practice. We embrace the use of new technology where it will provide new opportunities for learning and teaching.

We will ensure that Stone Lodge continues to play a significant role in promoting the development of special needs locally, regionally and nationally.

We promote politeness and mutual respect towards all members of our community and are fully committed to promoting equality and embracing diversity.

Policies for young people with SEN and assessing their needs.

Policies are available for download from the trust website <https://sendat.academy/sendat-policies/>

Consulting Families of children with SEN and involving them in their child's education

We recognise that many families live too far away from school to transport their child daily. This can mean that families can feel more disconnected from school. The home school diary is a key form of communication. This is further supported with:

- Newsletters "SLA Circular" usually monthly. Hard copies sent home and available for download from the website.
- Stone Lodge Facebook
- <https://www.facebook.com/stonelodgeacademy/>
- Stone Lodge website
- <https://sendat.academy/stonelodge/>
- Dojo
- Purple Mash
- Email/Telephone communications with tutors



All students and their families will receive a termly report on progress which contains information about effort and progress in all subjects. This is followed up by a consultation evening with tutors which also provides opportunities to meet with colleges and other providers of support for families.

There are 4 formal points of consultation:

- Parents evening 3 times a year
- Annual review of EHCP
- We welcome consultation and discussion outside these times. Parents and carers are welcome to contact the school office. Staff may not be able to take the call at that time but they will get back to you or you will be able to make an appointment.

Stone Lodge Academy
Stone Lodge Lane W, Ipswich IP2 9HW
Tel: 01473 601175
Email: office@stonelodge.sendat.academy
<https://sendat.academy/stonelodge/>

Supporting parents and families

We understand that having a child with additional needs can often be difficult. We arrange some sessions for parents to meet other parents in an informal manner. Sometimes these sessions have a presentation or discussion led by school and at other times there is a more open forum. The Family Liaison Team organise these sessions, normally at least once every term.

Stone Lodge Pupil Welfare Officer – Mrs Gilly Arbon
Gilly.arbon@stonelodge.sendat.academy

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

Students are consulted and involved in their education through:

- The majority of students take an active part in their Annual Review. Occasionally it is not appropriate due to the nature of their needs.
- All students complete a one-page profile that supports their views at the Review.
- There is a student council which meets regularly and is represented by every class. The class representatives are voted in every September.
- Year 9 and KS4 students are offered Moving into adulthood programmes to discuss accreditation option choices, careers and transition post 16.
- There are many activities during breaks and lunch time clubs which students may choose to participate in.

Arrangements for assessing and reviewing children and young people's progress towards outcomes.

Currently students are formally assessed three times a year. The progress is discussed with parents and carers at parent's evenings and annual reviews.

Class teachers, subject teachers and Key Stage leads all monitor the progress of students. If they are concerned about progress they will discuss this with other members of staff and interventions will be agreed.

Individual Learning Plans (ILPs) set small steps of aspirational progress for students. These are discussed at the Annual Review and parents/carers are able to contribute ideas and targets to this document. The targets are described for the year, but are flexible to respond in any changes in progress or circumstances. These can be discussed at parent's evenings or by appointment.

Arrangements for supporting 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

We understand that students moving class, Key Stage or school can feel anxious. For all new students to the school we offer transition arrangements that include Stone Lodge staff visiting new students in their present school, visits to Stone Lodge with family or staff from current setting and school taster sessions.

Students moving between Key Stage experience a transition package including taster lessons with new teachers and tours of the teaching area. The last week of the summer term is "Transition Week" when all students have the opportunity to experience their new classes for September.

From year 9 (age 14) the Annual Review includes the development of a transition plan. This is drafted in consultation with the student and their parents/ carers. The school offers

a Life Skills programme through Key Stage 4 and work experience placements in year 11. These placements give students opportunities to experience a working environment and put their life skills learning into practice. They are organised on an individual basis through consultation with the Community Engagement Officer and Alltogether Careers service.

Community Engagement Officer – Mrs Shirley Dixon Shirley.dixon@sendat.academy

Alltogether Careers Advisor – Mrs Jayne Williams Jayne.williams@sendat.academy

Stone Lodge works closely with post 16 providers who we are closest to geographically – Suffolk One, Otley College, Suffolk New, WS Training. Year 11 students participate in a carousel that enables them to experience each college setting for a short period. This opportunity helps students to understand the expectations of the college environment and the options available to them. Students are then able to make an informed choice about their post 16 decisions.

We work closely with the Children and Young People's Service who are able to support the young person and their families during this time of change.

**Early Help: Ipswich South
Children & Young People's Services
Landmark House, Egerton Road, Ipswich IP4 5PF**

Tel: 01473 263432 Mob: 07734 044909

Occasionally teachers and other professionals may feel that Stone Lodge is not best provision to meet the needs of a student. This will be discussed with parents and carers at an early stage. If there is agreement the school may work with the Local Authority to plan more suitable provision. This is usually through an Annual or Interim Review and always considers and reflects the views of parents/carers. Where a student is to move from Stone Lodge to another school we will work with the new school to provide opportunities for safe and supported transition.

Approach to teaching children and young people with SEN

There are many approaches that Stone Lodge staff will use and the school continuously explores and investigates the latest research and innovative ways of engaging and teaching. There are some basic elements with characterise teaching and learning at Stone Lodge:

- Small classes, usually between 8-12 students.
- High ratio of staff to students, usually 1 teacher and 1 support assistant per class.
- Differentiation of the material so that those more able are stretched and those who need more time to consolidate are equally catered for.
- Small steps in learning are planned so that students can quickly recognise their achievements and belief that they can be successful in learning.

- Consolidation/repetition of learning, but usually in a different context or situation that gives students the opportunity to demonstrate what they have learnt or indicate that they require more support.
- Assessment which is ongoing, consistent and provides constructive feedback to inform the next steps in learning.
- Equality of access to the curriculum and activities. We have a 'can do' attitude and work to support students engaging with everything the school provides. This includes performing arts productions, a variety of school-based extra-curricular activities and trips/visits (including residential trips).

Adaptations that are made to the curriculum and the learning environment of children and young people with SEN

Staff constantly review the curriculum to check its appropriateness for the students. The philosophy is one of "stage, not age" where we aim to deliver the curriculum that is most appropriate for our current learning needs. Also see the curriculum pathways

<https://sendat.academy/curriculum-pathways/>

The curriculum has a strong emphasis on developing life skills:

- Reading and writing, functional literacy
- Maths, functional numeracy - especially telling the time and use of money
- Independence - Developing confidence in daily living tasks and keeping safe when out and about.

The school was purpose built as a Special School in about 1970. A few of the teaching spaces are wheelchair accessible, but the majority are not.

All classrooms have interactive whiteboards

Specialist facilities and equipment:

- Science Lab
- Art Room
- DT room
- Two Computer suites
- Food Technology room
- Library
- Activities Hall
- Two Sensory rooms
- Two play areas – Hard surface and grass
- Greenhouse
- Outdoor Learning Area
- Conference Room

We are working towards **Communication Friendly school** status award. This means that we have a team of staff trained in a variety of communication methods to support children's progress both in learning and social times. Additionally, some staff are also able to sign either Makaton or British Sign language. We make use of symbol software such as "Communicate in Print", PECS and "Clicker".

SLA is a Trauma Informed School. We believe that everyone in our school community should have a mentally healthy environment. Wellbeing is the highest priority and we implement many interventions to ensure the relational and emotional health of all. Staff have all received Trauma informed training. Additionally, some staff have completed the Level 5 Trauma Informed Diploma. <https://sendat.academy/trauma-informed/>

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

Stone Lodge caters for a broad range of learning needs. As such, staff have a broad range of skills to work with students. Teachers are qualified and most have considerable experience of teaching. All staff receive a structured programme of training through professional development days and additionally relevant areas of training to meet curriculum or advanced skill knowledge to meet school requirements. The school development plan sets out the main themes for training of staff. Where a new condition or need arises training is delivered to staff as appropriate.

Training may be:

- In house, as part of ongoing work
- During staff meetings
- During Professional Development Days
- Locally sourced within the county
- National training
- International training, where we have been able to secure additional funding training has on occasion taken place in Europe.

Additional and specialist expertise:

- Occupational therapy (OT)
- Speech and Language Therapy (SALT)
- Physiotherapy
- Educational Psychology
- Psychotherapy
- Art Therapy
- Music Therapy
- Outdoor Learning Therapy
- Therapy Dog
- SLA Trauma Informed staff

- SLA Intervention Team – Sensory, Nurture, ASD, Behaviour management, Literacy, Numeracy, Communication
- Child and Adolescent Mental Health Service (LDCAMHS)
- Social Care
- Disability nursing team
- Child Development Centre (CDC)
- LA specialist advice

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

As all students at Stone Lodge have an EHCP. The effectiveness of the whole school reflects the quality of SEN effectiveness.

Stone Lodge has robust systems at all levels to reflect on and evaluate the effectiveness of the provision. This runs through from teachers to middle management, senior leadership and governance.

Since November 2019 Stone Lodge is part of SENDAT multi academy trust. Governance teams are well trained and informed. Directors are responsible for the whole SENDAT trust. The Stone Lodge Local Advisory Board (LAB) is delegated responsibility for the curriculum and standards. Full details of Governance teams are available on our websites <https://sendat.academy> and <https://sendat.academy/stonelodge/>

The Governance members receive reports including termly detailed reports, School Self Evaluation and the School / Trust Development Plan.

The SENDAT trust engages consultants as appropriate to provide it with impartial advice. Most notably this is to support the Performance Management of the Head teacher/ Head of School/CEO.

How are students enabled to engage in activities?

There is a broad range of activities available. These include learning challenges, Sensory, Nurture, Social, Play Therapies, Outdoor learning, Lunch time clubs, Music lessons, Sports, Educational visits and residential. Staff encourage and support the children to explore as much as possible and make informed choices about their likes and dislikes.

Where activities / visits are directly associated with the curriculum they are provided at no charge.

Where activities are enrichment, additional to the curriculum provision, parents/carers may be asked for a contribution. Please see our Charging and remissions policy.

We have a strong belief in offering residential experiences.

Examples of activities and visits include:

- KS3 Residential Kingswood
- KS3-5 Wales trip
- Lunch time clubs – Sports, Mentoring, Arts,
- Work experience
- Museums
- Parks
- Sporting competitions (football, athletics, swimming, boccia, etc)
- Independent travel training
- Sailing
- Horse riding
- Swimming
- Meeting Employers/Visiting businesses

Pupil Premium

Stone Lodge makes good and innovative use of Pupil Premium funding. It supports many trips, additional resources and training. It also covers the cost of free school meals. There is a detailed report available on the website.

Duke of Edinburgh's Award

Stone Lodge will be offering the Duke Edinburgh's Award Scheme to all students in key stages 4 from September 2021. The scheme is already running very successfully at the Priory School SENDAT. We are planning to offer D of E through a weekly enrichment afternoon to enable all students to participate. The expedition section of the programme will be carried out by canoe on rivers in Suffolk during the summer term.

Scouts

Stone Lodge will be offering scouting opportunities to all Key Stage 3 students through a weekly enrichment afternoon. We appreciate that many of our children have difficulty accessing the experiences of their mainstream peers. A SLA we are committed to giving our young people the chance to have adventures, explore new ideas, get involved in their community and earn awards from learning a skill or facing a challenge!

Transport to school

Transport is managed and provided by the Local Authority.

Please see their policy. <http://www.suffolkonboard.com/home-to-school-transport/>

The LA policy also details the arrangements for post 16 travel.

Support for improving emotional and social development.

This includes extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

All students receive PSHE (Personal Social Health Education) and RSE (Relationships Sex Education) in addition they have weekly tutorial time. The small class sizes mean that all staff have time to really “get to know” students and support them as appropriate.

Staff training is updated regularly and includes safeguarding issues. There is a clear system for referring students for further support. Initially in-house support which may include additional mentoring time with the tutor, time with a member of the Intervention Team, support from the Pupil Welfare Officer or DSL.

Daily Staff briefing offers opportunities for sharing concerns and highlighting students who may need additional support or care.

All staff are vigilant for any signs of bullying and this is taken very seriously at all levels. For example, break times are supported by teaching and support staff who deliver a structured programme for those students who require additional support to socialise appropriately. Activities are planned weekly and include physical, sensory and thinking play.

How the school involves other agencies, including health and social care, local authority support services and voluntary sector organisations.

Stone Lodge works very closely with a range of other professionals. Safeguarding is of the highest concern. All the Senior Leadership team take active roles to ensure robust safeguarding measures and procedures are applied consistently. The Head of School and Safeguarding takes the lead role in working with social care.

The Head of School is the designated teacher responsible for “Looked After Children” (LAC) and she ensures that these students are not disadvantaged and that regular reporting to the Virtual Head takes place.

SLA Lead Safe Guarding Officer – Mrs Carolyn Tynan
Carolyn.tynan@stonelodge.sendat.academy

Designated teacher – Mrs Jo Pettingale
jo.pettingale@stonelodge.sendat.academy

Arrangements for handling complaints

Stone Lodge wishes to resolve issues at the earliest possible point and Senior staff are available for appointments if you wish to discuss anything.

In the unlikely event that issues cannot be resolved the school has a complaints policy that can be downloaded from the website. <https://sendat.academy>

Key Contacts - Senior Leadership Team

Executive Head Teacher SENDAT CEO - Mr Lawrence Chapman
Lawrence.chapman@sendat.academy

Head of School - Mrs Jo Pettingale
Jo.pettingale@stonelodge.sendat.academy

Senior Assistant Head Teacher - Ms Claire Brickley
Claire.brickley@stonelodge.sendat.academy

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