



## Stone Lodge SEND Information report

May 2022 v2

**This report is based on:**

Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations that work with and support children and young people who have special educational needs or disabilities 2015 DFE

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## Introduction- Kinds of SEND provided

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 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 - Special Needs and Disabilities Academy Trust

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:

- Chalk Hill – Sudbury. Residential Pupil Referral unit for students in Key stages 2 and 3 <https://sendat.academy/chalkhill/>
- Duke of Lancaster – Opened January 2022, new special school in Fakenham for students with communication and interaction difficulties. <https://sendat.academy/dukeoflancaster>
- 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 204 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.
  - Priory Aspire is additional space for students who have difficulty with groups and mixes of children. Usually with co-occurring MLD and SEMH. This unit opened in January 2022.
  - 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.
- Stone Lodge Academy in Ipswich has 175 students ages 5-16 with complex MLD. <https://sendat.academy/stonelodge/>
- Sunrise Academy – joined SENDAT 1<sup>st</sup> April 2022. Sunrise is based in Lowestoft and works with students with Social, Emotional, and Mental Health needs. <https://sendat.academy/sunrise/>
- Mulberry - Opened September 2021, working in partnership with John Milton Academy Trust. Two Key stage 2 classes at Mendlesham Primary and Two classes for secondary age students at Stowpland High School. For students who need some additional support but not a full special school place. <https://sendat.academy/mulberry/>
- Peile- Opened 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/>
- SENDAT Outreach providing support to mainstream schools. For further information please visit <https://sendat.academy/outreach/>



**SENDAT provision supports students and families across Suffolk and Norfolk**

For more information visit <https://sendat.academy>

## 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 achieved when the needs of each student – social, emotional, spiritual and educational - are central to their learning plan. By focusing on children 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 student, their families and other professionals to understand and support individuals 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 pedagogy, reflection, and review leading to enhancement of best practice. We embrace the use of new technology and research 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

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

Families may also request hard copies from the school admin office.

## Consulting Families

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 daily contact between home and school. Other communications include:

- 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
- Teams Meetings
- Email/Telephone communications with tutors



All students and their families will receive a termly academic report and Individual Learning Plan (ILP) on progress against Educational Health Care Plan (EHCP) outcomes. Family consultation meetings are held termly. These sessions additionally offer opportunities to meet with FE colleges, post 16 providers and other organisations who support young people with additional needs.

There are four formal points of consultation:

- Parents consultations 3 times a year
- Annual review of EHCP
- Form tutors will make welfare contact with families at the beginning and part way through each term
- 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](mailto: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 offer sessions for parents to meet other families and professionals working in SEND each term. Sometimes these sessions have a presentation or discussion focus led by the school or professional organisation, and at other times there is a more open forum. For further information, please contact **Stone Lodge Pupil Welfare Officer – Mrs Gilly Arbon** ([Gilly.arbon@stonelodge.sendat.academy](mailto:Gilly.arbon@stonelodge.sendat.academy))  
Additionally information, guidance and support for families is posted regularly on the school Facebook site.

Parents and Carers can also contact SENDIASS for independent confidential impartial free advice and guidance. [Home - Suffolk SENDIASS](#)

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

Students are involved in their education and given opportunities to express their views through:

- EHCP Review Meeting. The majority of students take an active part in their Annual Review. Occasionally it is not appropriate due to the nature of their needs.
- Complete a one-page profile and personal student view form for review meetings.
- Children in care have termly PEP meetings. Students complete a view form prior to each meeting.
- Post Adoption Students (EPAC) have a termly review meeting.
- Student council meets twice termly. Each tutor group has a student voted representative.
- Year 9 and KS4 students begin Moving into adulthood programmes to discuss accreditation option choices, careers, travel training and transition post 16.
- There are many activities offered during breaks and lunchtime clubs which students may choose to participate in.
- Daily tutor sessions where students may discuss concerns, national or world events.
- All students have a named 'Emotionally available adult' to talk through any worries or concerns that affect them in school or home.

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

Students' progress and attainment is assessed and reported across all subjects and EHCP outcomes at the end of each term. Families receive termly reports and ILP updates. Discussions are held with parents and carers at consultation evenings and annual reviews meetings.

Additionally nationally recognised assessment tests for BPVS, Reading and Spelling are completed at point of entry plus years 2,4,6,8,10. Sandwell maths assessments are done at point of entry and years 6,7,8.

Class teachers and subject teachers complete baseline assessments, lesson assessments and end of topic assessments as part of their teaching and learning programmes.

Class teachers, subject teachers and Key Stage leads all monitor the progress and attainment of students. If there are concerns, these will be discussed in subject or department teams and referrals or intervention programmes 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 set for the academic year, but are flexible to respond in any changes in progress or circumstances. ILP progress is shared with families termly. Attainment is discussed at parent/carers consultations 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. All new families receive a Stone Lodge Handbook, which provides key information about the school systems and procedures to support the transition process.

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. All existing students receive a Student Handbook with key information that families will need for the next academic year.

From year 9 (age 14) the Annual Review includes the development of a transition plan. This is drafted in consultation with the student, their parents/ carers, education staff and any professional agencies supporting the pupil. 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 Trust Community Engagement Officer, Assistant Head Teacher KS4, Student and Family.

**Trust Community Engagement Officer** – Mrs Shirley Dixon [Shirley.dixon@sendat.academy](mailto:Shirley.dixon@sendat.academy)

**Assistant Head Teacher KS4** – Mr Tom Garrard [tom.garrard@stonelodge.sendat.academy](mailto:tom.garrard@stonelodge.sendat.academy)

Stone Lodge works closely with post 16 providers who we are closest to geographically – Suffolk One, Suffolk Rural (Otley) College, Suffolk New College, 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

Stone Lodge has a dedicated Young Person’s worker – Ms Diane Barrow

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 which 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 believe 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.

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, personal safety at school, in the local community and wider world.

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. Most class bases have computers and all children have access to a laptop for learning when required.

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

The majority of Stone Lodge Staff are ELKLAN (Speech and Language Support) trained. Additionally some staff have completed higher levels of communication friendly training. This means that we have a specialised team of staff who are able to offer a variety of communication methods to support children's progress both in learning and social times. The NHS Speech and Language Team (SALT) plan programmes of support delivered by trained school staff and offer regular training to the Stone Lodge Team during the school year. 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.

### **Expertise and training of staff to support children and young people with SEN**

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
- Art Therapy
- Play 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 half-termly detailed reports from the Head of School, 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.

### Student engagement 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:

- KS3-5 SENDAT Wales trip
- Lunch time clubs – Sports, Mentoring, Expressive Arts, ICT
- Work experience
- Museums
- Parks
- Sporting competitions (football, athletics, swimming, boccia, etc)
- Sailing
- Independent travel training
- Horse riding
- Swimming
- Care Farm
- Meeting Employers/Visiting businesses
- SLA Residential Programme
- SENDAT 20

### 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 Award

Stone Lodge offers the Duke Edinburgh's Award Scheme to all students in Key stage 4. This is a new initiative for SLA. D of E happens weekly during the enrichment curriculum afternoon to enable all students to participate. The expedition section of the programme is experienced on canoes travelling the rivers in Suffolk during the summer term.



## Scouting

Stone Lodge offers scouting opportunities to all Key Stage 2 and 3 students through a weekly enrichment afternoon. We appreciate that many of our children have difficulty accessing the experiences of their mainstream peers. At 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

Student 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 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 and reduce personal levels of anxiety.

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 planned and regularly reviewed, and includes local and national safeguarding concerns. There is a clear system for referring students for further help internally in school, at Trust level and to other professional agencies. Initially in-house support will be offered which may include additional mentoring time with the tutor or ‘emotionally available adult’, 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 help or care.

All staff are vigilant for any signs of bullying and this is taken very seriously at all levels. For example, teaching and support staff who deliver a structured programme for those students who require additional help to socialise appropriately during break times. Social time activities are carefully planned to include physical, sensory, creative, expressive and thinking play. All students access daily 'Therapeutic' sessions, which offer opportunities to talk with 'trusted' adults and peers while engaging in a variety of activities such as sand trays, lego, board games.

## Other agencies

These include 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 consistently applied. The Head of School and Safeguarding Lead take the lead role in working with social care.

The Head of School is the designated teacher responsible for "Looked After Children" (LAC) and 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](mailto:Carolyn.tynan@stonelodge.sendat.academy)

**Designated teacher** – Mrs Jo Pettingale [jo.pettingale@stonelodge.sendat.academy](mailto:jo.pettingale@stonelodge.sendat.academy)

## Arrangements for handling complaints

Stone Lodge wishes to resolve issues at the earliest possible point and staff are available for appointments if families wish to discuss anything. The first point of contact is the form tutor, followed by the Assistant Head teacher, Senior Assistant Head teacher, and then Head of School. If parents/carers feel the concern has not been resolved at school level, the Trust School Improvement Lead is the next point of contact.

In the unlikely event that issues cannot be resolved, the school has a complaints policy that can be downloaded from the website. [www.sendat.academy](http://www.sendat.academy) . Families may also request a hard copy from the school admin office.

## **Key Contacts - Senior Leadership Team**

**Executive Head Teacher SENDAT CEO** - Mr Lawrence Chapman  
[Lawrence.chapman@sendat.academy](mailto:Lawrence.chapman@sendat.academy)

**SENDAT School Improvement Lead** – Mr Gary Corbett  
[Gary.corbett@sendat.academy](mailto:Gary.corbett@sendat.academy)

**Head of School** - Mrs Jo Pettingale  
[Jo.pettingale@stonelodge.sendat.academy](mailto:Jo.pettingale@stonelodge.sendat.academy)

**Senior Assistant Head Teacher** - Ms Claire Brickley  
[Claire.brickley@stonelodge.sendat.academy](mailto:Claire.brickley@stonelodge.sendat.academy)

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