



Stocklake Park School SEN Information Report

Revised August 2018

This policy was adopted on

August 2018

The policy is to be reviewed by

September 2019

August 2018



SEN Information Report

What kind of SEN provision is available at Stocklake Park School?

Stocklake Park School is a secondary special school for children aged between 11 and 19 years. It is a member of the Vale Federation of Special Schools, together with the primary school, Booker Park. Stocklake Park School comprises of two sites; Stocklake Park (Year 7- Year 14) and Harding House (Year 12-Year 14).

Stocklake Park meets the needs of children with a wide range of learning difficulties, including moderate, severe, and profound and multiple needs. Students may also have physical, neurological and sensory conditions, autistic spectrum conditions, and a range of (complex) medical needs.

The provision is based on two sites, Stocklake Park and Harding House; there are currently 77 students on roll. The published admission number is 80.

Gender	Primary Need	Ethnicity	Year groups:	
			Year	Number of students
61% M (47) 39% F (30)	ASD 26%	WB 61%,	7	9
	SLD 40%	Other White 5%,	8	10
	MLD 22%	Black-African 3%,	9	9
	PD 4%	Chinese 1%,	10	7
	PMLD 6%	Indian 3%,	11	7
	SLCN 1%	Gypsy/Roma 3%,	12	15
		Pakistani 21%	13	10
		Refused: 3%	14	10
			Total	77

Students are taught in small classes (from a minimum of 5 students to maximum of 10) led by a class teacher, with a Senior Learning Support Assistant and consistent LSA team. There are six tutor groups on the Stocklake Park site, including a Post 16 class, with an additional three Post-16 tutor groups based on the Harding House site. The class teacher and class team monitor and support each student's well-being, attendance and behaviour, working closely with each family to support their child.

On the Stocklake Park site, students have a tutor base for much of their learning, accessing specialist areas for Food Technology, life skills, horticulture, PE, Rebound Therapy, library lessons and Sensory based activities, as appropriate. Our approach is topic based, with an

emphasis on life skills and personal development. The promotion of independence and self-help skills, in addition to relevant subject knowledge and understanding, forms a core part of the curriculum. Students apply their learning in the community on a regular basis, and access swimming or hydrotherapy, either at Aqua Vale Leisure Centre or on our Booker Park site.

There is a specialist class for students who benefit from a more sensory curriculum with an emphasis on early thinking skills, communication and interaction skills, mobility skills, and emotional and social development. Students follow daily and individual physiotherapy programmes.

The Post-16 provision on the Stocklake Park site is based in our new, purpose built 'Connect Centre' and comprises of 15 students based in two classrooms. Students follow a functional curriculum which promotes skills for life, with opportunities to practise and apply learning in a range of community settings.

Harding House is our Post 16 Centre for students who progress to achieve accreditation at Entry Level when they leave at 19, and who usually go on to follow an educational route post 19. There are currently 21 students. Students experience a curriculum which focuses on developing skills and understanding for life, for example travel training, using new technologies safely, telling the time, money skills, work experience, personal care, and social skills. Lessons on site provide the opportunity to acquire and reinforce skills, knowledge and understanding. Due to the site's proximity to Aylesbury town centre, students are able to apply their learning in the community and find out about their immediate environment, developing confidence, independence and their capacity to be involved in decisions about their own lives.

For students following educational pathways post 19, Harding House is also the base for our 19+ college pathways course, 'Step Up'. This is run in partnership with a number of colleges, both in Aylesbury and the surrounding areas, and represents work sub-contracted by the colleges. Students enrol at College and may spend 2 or more days attending Step Up. Students are involved in travel training, work experience placements, a range of social activities and a number of bespoke courses in response to interests they have identified. Staff provide appropriate levels of support, as students gain in independence and confidence, and progress to new destinations over the three year college course.

Admission to the school is determined by Buckinghamshire Local Authority.

How will Stocklake Park identify and assess my child's special needs?

All students will have been assessed for and have an Education Health and Care Plan (EHCP).

Individual student programmes are devised and incorporated into the curriculum based on needs identified in each child's EHCP.

How does Stocklake Park evaluate the effectiveness of our provision?

We continually monitor student progress in a number of ways, tracking and reviewing progress against students' individual targets, and reporting to parents and governors.

We ensure our standards by moderating work across classes within school, and with other local special schools. We scrutinise the work of students throughout the year to ensure that students' learning is challenging, relevant and accessible.

Students are involved with teachers and parents in agreeing personal targets that relate to skills they feel are important; progress is evaluated termly and parents/students are part of this process.

At Harding House students lead their Annual Review and share their views about their post 16 experience, their learning and future destinations.

We have robust procedures for self- evaluation of our work, including using our School Improvement Partner, governors and external specialists to quality assure the work we do.

Stocklake Park was judged to be a good school by Ofsted at its most recent inspection (November 2014):

Summary of key findings for parents and pupils

This is a good school.

- School leaders are ambitious for their students. They have ensured that teaching has improved over time and that appropriate learning programmes are in place for all students.
- Students' behaviour is outstanding. They are extremely caring of each other and of their school environment. They enjoy coming to school and say that they feel very safe.
- Teaching is typically good. Teachers use their understanding of the needs of each student to plan activities which will help them learn more. They are supported well by their assistants.
- Students make good progress from their low starting points. Almost all make the progress expected of them and sometimes they do even better than their teachers anticipate.
- The good sixth form helps to prepare students for the next phase of their lives and learning because teachers plan programmes which students find relevant and interesting.
- Members of the governing body provide good support. They visit regularly, question school leaders, and ensure that a sharp focus is maintained on getting even better.

It is not yet an outstanding school because

- Middle leadership is not as strong in a few subjects where the curriculum has not been thoroughly and effectively planned to meet students' needs, for example design and technology.
- Teachers do not always use students' responses to their questions to shape the next part of the learning, which means that students are not always fully stretched.

How do I know how well my child is doing at Stocklake Park?

During the Autumn Term and Summer Term you will have an opportunity to meet with your child's teacher at a Parents' Evening. Once a year as part of the Annual Review process you will be given a report which outlines the progress your child is making. This will also be discussed at the Annual Review meeting. You will additionally receive an end of year report every July, and will be asked to contribute to or comment on your son/daughter's individual targets termly. We also use a home/school diary as an informal means of daily communication.

You are welcome to make an appointment to discuss your son or daughter's progress with school staff at any time.

How will staff support my child and how will the curriculum be matched to my child's needs?

All planning is differentiated for each child and the support provided for each individual is outlined in their Education Health Care Plan (EHCP). On the Stocklake Park site, each student has an individual 'Learning Wheel' which identifies their termly targets and is used to record and share progress with parents; students are involved in this process. On the Harding House site, students are involved in agreeing and reviewing termly targets, which form part of a three year plan and includes accreditation at Entry Level through OCR.

Additionally each student has an "individual profile" describing their needs, and a management plan so that all staff are aware of what works best to help them learn.

Members of staff work closely with other professionals and services to achieve the best possible outcomes for students and to ensure their well-being.

How do we adapt the curriculum at Stocklake Park?

At Stocklake Park we have designed our own curriculum to best meet all students' needs. We are committed to high standards of learning, underpinned by imaginative and innovative teaching which focuses on individual learning needs, in addition to promoting social skills in school and in the community.

Our curriculum is designed to maximise independence skills, promoting confidence, well-being and an enjoyment of learning. Students have individual targets, based on their different needs, in addition to targets which they/parents may propose. Involving students in making choices and decisions about their experience of learning is key to our curriculum.

In looking at future destinations, much of our work is based on relevant, practical skills and therefore as students get older, there are increasing opportunities to apply learning in the local community, for example working with and visiting local organisations and providers.

What additional support for learning is available?

We constantly review and adapt the support required for students with the aim of ensuring that they become as independent as possible.

Stocklake Park works closely with other professionals and services to achieve the best outcomes for our pupils, including:

- Children with Disabilities team (CWD) and Adults' Social Care: The school works collaboratively with the Social Care Team around individual needs.
- Adult Transition team
- Child and Adolescent Mental Health Team (CAMHS)
- Adult Mental Health services
- Counselling services
- Educational Psychology services
- Specialist Teaching Service for children with visual impairment or hearing impairment
- School Nurse
- Community Nurses
- Health Consultants (Paediatric & Adults) and GPs
- Speech and Language Therapists
- Occupational Therapists (NHS & PACE)
- Physiotherapists
- Orthotics
- Wheelchair Services
- Family Resilience Service
- Chiltern Music Therapy
- Adviza and Sendias
- Connexions for preparing for transition to future pathways

What further activities are available in addition to the curriculum activities?

We run a range of lunchtime and 'enrichment' learning activities which students have input into suggesting and choosing, such as sport activities, cycling, ICT, art work, reading, circus skills, music workshops, and sensory activities.

We work with a number of sports coaches to provide access to a wide range of sports on and off site, and participate in events with other schools. A number of students attend horse riding with RDA.

We have links with a number of other schools in Aylesbury and beyond; Post 16 students visit regularly to work with our students in class and in the community, and to run workshops, for example as part of our International Day.

Our post 16 students at the Harding House site experience a range of activities as part of the Duke of Edinburgh bronze award, Sports Leaders awards and Youth Action. This includes community and work experience opportunities for all students.

Due to our proximity to Aylesbury town centre, we are also able to access community facilities on a regular basis, to support the development and application of life skills, for example the Library, Museum, public swimming pool, gyms and local shops, developing projects with a number of community providers.

What support is there for social and emotional development at Stocklake Park?

The development of social and emotional skills is at the very core of all our work and is embedded throughout everything we do. Our work with a range of multi- agency professionals and organisations supports this work.

All students have a class tutor and a team of support staff who monitor and support each student's well-being, attendance and behaviour. We work closely with families to support students.

We have a full time school nurse. Members of class staff receive additional training in meeting individual students' medical needs. We also work with the community nursing team to provide workshops on health, hygiene and personal development and safety for groups of students, as required.

We have a clear behaviour policy, and aim to encourage appropriate behaviour through positive behaviour management. Members of staff are trained in *General Services*.

The school works hard to promote British values, encouraging mutual respect and tolerance for others.

What training is provided to develop staff expertise

We are committed to the training and development of our staff. Throughout the year there is an ongoing training programme in place for staff, which may include the following areas:

- SCERTS (Social Communication, Emotional Regulation, and Transactional Support): to help students learn strategies to manage and regulate their behaviours, and to recognise and communicate emotions.
- Curriculum , learning and assessment
- Safe eating and drinking
- Child protection and safeguarding

- Health and safety
- Mental Health
- General Services (De-escalation strategies and restraint)
- Paediatric manual handling
- First Aid
- Speech and Language programmes (for example Signalong, PECS, Intensive Interaction)
- Dogs for Good project: activities and therapies
- Child Bereavement
- Support for the medical needs of students who may require interventions such as gastrostomy feeding, nasal-gastric feeding, oxygen therapy and the administration of medication for conditions such as epilepsy and behaviour.
- Use of new technologies, including safe use of internet.
- Protective behaviours (staying safe)

What equipment and facilities are there to support young people with special needs?

Stocklake Park works with others to provide appropriate specialist equipment to enable pupils to access the curriculum - mobility aids, standing and lifting equipment, specialised seating, access to specific Communication Aids (High and Low tech; including use of Communicate In Print, ipads and learning pads, Eye Gaze equipment), and other enabling technology. The school is fully accessible to wheelchair users

Specialist equipment also includes equipment needed to meet the medical needs of students who may require interventions such as gastrostomy feeding, nasal-gastric feeding, oxygen therapy and the administration of medication for conditions such as epilepsy and behaviour.

We benefit from:

- Our own Rebound Centre, including a soft play area. We have a team of staff trained to deliver Rebound Therapy
- The Vale Federation's hydrotherapy pool on our Booker Park site, where students participate in a weekly Physio Swim with the Physiotherapy team.
- A Sensory Theatre
- A Sensory room
- Dedicated Speech and Language Therapy room
- Physiotherapy/OT therapy room
- A library
- A large green house and horticultural area, adapted for access to wheelchair users
- A defined play area with access to a range of play and sports equipment (including wheelchair accessible swing, basket swing, sports area, specialist trikes)
- 'learning hub', which is used as a flexible space by students and staff, for example for Student Council Meetings and Play Therapy
- Multi Use Games Area (MUGA) located next to the Connect Centre
- A Food Technology Room, with height adjustable tables and hob, wheelchair accessible ovens, independent work stations as well as whole group teaching area..
- Life Skills Room, set up as a 'studio flat' to support students in developing independence skills.

- Large Hall with gym equipment, including wall bars, mats, gym horses, and access to a wide range of sports equipment appropriate to meet needs and help develop independent and team skills.
- Dining Room: students sit with their Tutor group peers, supported by staff, to promote social interaction in addition to independence skills. Specialist cutlery, plates and height adjustable tables are provided.
- A dedicated Tutor base for each class, with student access to Smartboards
- Three dedicated 'sluice' changing areas, with overhead hoists.
- Nurse's Room

How are families involved in the education of their children?

At Stocklake Park we aim to fully include parents and families in the process of working together. This includes:

- Initial visits to the school;
- Home/school diary for information exchanges and key messages;
- Twice a year parent/teacher meetings
- A report at the end of the year;
- Annual Review meeting and report;
- Parental representation on the Governing Body;
- Parent involvement in changes in school through informal and formal consultations;
- Newsletters;
- An open door policy within school. To ensure privacy and confidentiality appointments can be made to discuss individual students;
- Parents, families and friends are welcome to attend weekly assemblies, and events such as sports days, Christmas celebrations, Harvest festival.
- Other agencies and visiting professionals are available to talk to and support students and families.

How are young people consulted about their views in relation to their education?

All students in our school are treated with dignity and respect. There is full personalisation of the curriculum for each pupil in order that they can access and experience success throughout their school life.

The School Council invites students to contribute to and decide on aspects of school life relating to their needs. There are school prefects whose job it is to look after their fellow students and be positive role models to younger children.

All students' views and choices are sought as part of the Annual Review process. Progress, achievements and next step targets are regularly discussed with students in their lessons and through monitored annotation.

What do I do if I have a concern about the provision at Stocklake Park?

We endeavor to ensure through our positive relationships with families that complaints rarely occur. However, any complaints should be made initially to the child's teacher. If this does not solve the problem, then the Head of School can be consulted, and then the Principal and the governors.

The school has a complaints policy which outlines this process. This is available on the school website.

What specialist services can be accessed at Stocklake Park?

We believe in the benefits of multi-professional working; the school receives advice from a range of professionals in order to meet the needs of our students.

The school commissions Speech and Language Therapy from APAC Speech and Language Therapy Practice, Occupational Therapy, Physiotherapy and school nursing from Buckinghamshire Healthcare NHS Trust, and additional Occupational Therapy for the introduction of SCERTS, from PACE. We have a school dog, who works with students on a range of activities and therapies, with an instructor from Dogs for Good.

We additionally have access to support from the Visual Impairment Team, the Hearing Impairment Team, the Educational Psychology Service, the community paediatrician, CAMHS, and Social Care teams (CWD, Transitions and Adults).

What are the school's arrangements for supporting students in transferring between phases of education?

When students join the school, appropriate transition arrangements are made depending upon their specific needs and circumstances. These can include visits in their current lessons, visits to their new school, college or destination as part of a Summer Term transition programme, photos/visual support/social stories and written information about the school.

Planning for future destinations Post 19 forms a core part of the Post 16 curriculum at Harding House.

Information is shared between schools/placements and any other professional involved in the transition process.

Where can I get further information and support?

Please visit our school website: www.Stocklakepark.com

August 2018

The school phone number is 01296 423507.

The Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service (formerly Parent Partnership) exists to support the parents and carers of children who have special needs in school or pre-school settings. They can be contacted on: 01296 383754, or by email: sendias@buckscc.gov.uk

Where can I get information about the local authority's local offer?

Buckinghamshire County Council, along with all other Local Authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 years of age who have special educational needs. This is known as the "Local Offer".

Buckinghamshire's Local Offer can be found at: www.bucksfamilyinfo.org/localoffer