



SEND Information Report 2023-2024

Review Date: September 2024



Approved By Governors: _____

Chair of Governors: _____ Date: _____

To be Reviewed: SEPTEMBER 2024

Part of the Derbyshire Local Offer for Learners with SEND and Esteem Multi - Academy Trust

At Stanton Vale School we are committed to working together with all members of our school community to provide the best opportunities for our pupils. Our aim is that all pupils achieve their potential, become confident individuals living fulfilling lives as independently as possible and make a successful transition into adulthood.

What are our values and ethos at Stanton Vale?

Vision

Stanton Vale School is a vibrant, stimulating and specialist community in which pupils and staff value themselves and others.

We aim to challenge, motivate, and empower individuals with the skills and knowledge for a life beyond school.

We want the pupils and staff of Stanton Vale to be both aspirational and inspirational.

Our core values of **Working Together, Respect, Aspiration and Potential** are the make-up of our ethos and culture and what we as adults endeavour to model and instil amongst our children and young people and go hand in hand with our curriculum approach.

- **Working Together** – Teamwork and collaboration
- **Respect** – Celebrate and embrace our differences.
- **Aspirations** – To be the best you can be.
- **Potential** – Reaching everyone's individual goals.

What types of SEN do we provide for?

Stanton Vale School is a Special School catering for young people from age 2 to 19 years old. We are a designated SLD (Severe Learning Disability) School. The number of pupils on roll is 110. Pupils may have associated needs including attachment disorder; autism, attention deficit hyperactivity disorder; social emotional mental health; complex medical needs; challenging behaviour; physical disabilities; sensory impairment and speech, language, and communication disorders.

Our pupils have a wide range of needs including:

- Sensory and/or physical needs
- Cognition and learning
- Communication and interaction

We aim to meet the specific needs of all our pupils by offering a range of personalised learning approaches and pathways.

Stanton Vale is a warm, lively, sensory rich learning environment and staff are highly trained in supporting the physical, medical, social emotional and educational needs of all our pupils.

We have strong links with therapeutic agencies such as Physiotherapy, Occupational Health, Sensory Occupational Health, Speech and Language Therapy, The Visual Impairment Service, The Hearing-Impaired Service as well as Early Help and Social Care.

We currently have 11 class bases in school each with access to large outside spaces. The school also benefits from having a Hydrotherapy Swimming Pool, several Sensory Rooms, a Soft-Mobility Space, a designated Forest School Area as well as a full size Trampoline for Rebound Therapy Sessions.

Music is also delivered across the school by our peripatetic music teacher.

Staff at Stanton Vale School

Stanton Vale prioritises helping all pupils overcome learning obstacles and reach their potential. Our experienced staff, specialised environment, and tailored curriculum support pupils facing unique challenges. We customize our initial induction for new staff based on their individual needs and roles, ensuring everyone receives statutory training and additional support as required. Regular supervisions during their first 6 months help identify strengths and areas for development. We trust our recruitment process and provide necessary support for staff to excel.

Safeguarding our pupils is paramount. We have trained staff in first aid and offer specific training like epilepsy and diabetes care. Each staff member contributes with their unique expertise, working together to achieve the best outcomes for all pupils, regardless of their learning challenges.

Staff have clear job descriptions and access to a core training program, collaborating as a team to promote student progress and safety. They can request further professional development, including visits, qualifications, and conferences, with an emphasis on evaluating its impact on student learning and sharing knowledge with the school community.

How do we identify SEND?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.

or

- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

All our pupils have an Education, Health and Care Plan which clearly details their special education needs, approaches to meeting these needs and required provision.

Who is our special educational needs co-ordinator (SENDCO) and how can they be contacted?

Stanton Vale School SENCo is Rachel Beckett. She is contactable via the main school office on 0115 972 9769 or email Rbeckett@Stantonvale.co.uk.

What is our approach to teaching pupils with SEND?

We organise our classes by Key Stage; they are grouped together according to ability and types of support need which enables us to ensure appropriate numbers of staff and facilitate different approaches to learning. This is highly personalised, and teachers use a wide range of strategies to enable pupils to access the curriculum, this might include using:

- Personalised Literacy & Numeracy Interventions – Focussed learning and individual reading interventions
- Visual timetables and consistent PECS symbols
- Positive behaviour plans
- Makaton
- Alternative communication systems (AAC)
- Objects of reference
- Sensory integration programmes and equipment
- Structured teaching
- Switch operated equipment.
- Intensive interaction
- Hydrotherapy and Rebound Therapy
- Drama Therapy
- Educational Visits
- Forest School
- Community based learning e.g., enterprise projects, travel training
- Self-regulation (Zones of Regulation)
- Attention Autism

How do we adapt the curriculum and learning environment?

Our curriculum is designed to promote learning and to prepare pupils for the next steps in their lives. This builds upon the Discover curriculum which is designed to meet the need of all our Early Years learners and year one.

We have five learning Pathways:

Discover: EYFS and KS1 working at Early Years outcome stage.

Support: Students working on a sensory curriculum between 0-48 months on the EYFS Framework.

Explore: Students working on a sensory curriculum with some formal sessions working on the EYFS Framework between 36 and 60 months. 14-19 work towards Moving On awards.

Nurture: Students working on a formal subject curriculum from 48 months to KS1 outcomes. 14-19 work towards Moving On awards.

Aspire: Students working on a formal curriculum working. 14-19 work towards Pearson and AQA Entry Level Qualifications.

Targeted swimming sessions are offered for pupils who have EHCP outcomes relating to hydrotherapy. Adventurous activities are offered on a wide range of educational visits and residential opportunities. A variety of work experience placements are undertaken by our pupils.

Pupils aged 14-19 follow courses that are recognised nationally and for which they receive external accreditation for their achievements. Our pupils can take a range of examinations such as GCSEs, Entry Level Certificates and Level 1 qualifications.

The school is structured to meet the needs of pupils with SEND, well equipped hygiene rooms, ceiling hoists and many specialist facilities such as a sensory room, iPads and computer programming resources and switch operated equipment. Outside there are a range of recreation areas, Forest School, and memorial sensory garden.

How do we consult parents of pupils with SEND and involve them in their child's education?

The success of our pupils relies on strong links between school staff, governors, trustees, pupils, parents/carers, and other professionals. Parents/carers have the opportunity to consult:

- On a daily basis via Class Dojo
- At any time by telephoning and/or making an appointment with the relevant member of staff
- At parent/teacher meeting three times a year
- Annually at the EHCP review
- Frequent visits to class to observe teaching and feedback on work success.

We also offer a number of parent information events through our DSL (Designated Safeguarding Lead) to enable parents to meet with other local providers of services to children and young adults with SEND who form part of the Derbyshire Local Offer.

How do we consult pupils with SEND and involve them in their education?

- Pupils have the opportunity to consult about their education through:
- Parents/progress evenings three times a year
- Daily focussed learning lessons
- Individual careers meetings in transition years and Post 16 (Year 9, Year 11, and Post 16)
- Giving their views for EHCP Annual reviews and where appropriate attending
- Through their Personal Learning Plan and Transition Plan
- Through the Student Council

How do we assess and review pupils' progress towards their outcomes?

The school collaborates with external agencies for a holistic pupil learning approach. Progress is assessed regularly against set outcomes, with summative data collected three times a year to track individual target achievement. Bespoke assessments and Earwig software are used to monitor progress, set challenging targets, and maintain formative assessment. Pupils not meeting expected progress have personalised improvement plans to guide intervention and boost attainment.

We ensure our standards of judgement by moderating work in school, with other Derbyshire/ local special schools and Esteem Multi-Academy Trust schools. We scrutinise the work of pupils throughout the year to ensure that pupils' learning is challenging, relevant and accessible.

How do we support pupils with transitions and preparation for adulthood?

Preparing our pupils for the next stages of their life is hugely important. This can be transition to a new class in school, having a new teacher, or moving on to our 14-19 Avenue provision, another school, college, training provider or moving into employment. Stanton Vale School is committed to working in partnership with young people, families, and other providers to ensure positive transitions occur. Transition between year groups and classes involves a range of activities during the summer term so staff and pupils can work together.

How do we support pupils with SEND to improve their emotional and social development?

Pupil Wellbeing is an important area of learning for our pupils if they are to achieve their best and be part of the community.

Pupils are supported through:

- An emphasis on developing resilience and perseverance in relation to their schoolwork and building positive relationships.
- Personal, Social and Health Education lessons. Weekly peer group assemblies.
- For some pupils the inclusion of lunch and break times as part of the taught day where pupils are supported to learn and practise social skills
- For some pupils Drama Therapy is used as an effective way to improve their social and emotional development
- Staff model appropriate behaviour and use positive reinforcement.
- Small class sizes which enable pupils to feel confident in speaking out.
- Regular opportunities to access the community enabling pupils to learn appropriate social behaviours.
- Wide range of class-based resources to support pupil well-being.
- School Council
- Opportunities for further learning and development of independence and social skills in a residential setting
- A therapy dog visits weekly to work with pupils identifies as needing additional support with regulating emotions.

How do we support our Looked After pupils?

Our Designated Teacher for looked after and previously looked-after children is Andy Bunney (abunney@stantonvale.co.uk) Andy collaborates with Rachel, our SENDCo, to ensure that teachers understand the intersection of a pupil's looked-after or previously looked-after status and their SEN, and the implications for teaching and learning.

Looked-after or previously looked-after children receive support similar to other children with SEND. Looked-after pupils also have a personal education plan (PEP), which aligns with and complements any SEN support or EHC plans. For additional details, please refer to our Looked after Children and previously Looked after Children policy on our website or request a copy from the school office.

How do we support pupils with SEND to improve their mental health and wellbeing?

Annual reviews involve pupils in decisions about their future. Shared facilities enhance physical, social, and emotional well-being. Events like sports day promote interaction outside of class groups. Weekly assemblies and reflection sessions emphasise core values and personal growth. The school council ensures pupil voices are heard.

We provide training in de-escalation and positive handling (Team Teach) for staff. Individual communication passports, risk assessments, and positive handling plans promote consistent support and adaptive behaviour.

We support emotional and social development through the school council, lunch clubs, pupil voice questionnaires, a family liaison officer, clubs, and a proactive approach to bullying, backed by behaviour and anti-bullying policies.

How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

Working with other professionals is crucial in meeting the needs of our pupils. Most of these, work directly with our staff so they can deliver programmes of support on a daily basis. We have access to a number of other professionals, these include:

- Speech and Language Therapy
- Physiotherapy
- Community Paediatrician

- Children's Disability Social Work Team
- Education Psychologist
- Sensory Support - Visual Impairment and Hearing Impairment Support
- Child and Adolescent Mental Health Services (CAMHS)
- Dietician
- Epilepsy and Diabetes Nursing Teams
- Community Learning Disability Team
- Esteem FASST – Family and Student Support Team
- If necessary, we are able to call on more specialist advice if a need arises.

Where can you find information about the Local Offer?

You can find the LA's local offer on our website, which links to Derbyshire City Council's Special Educational Needs and Disabilities Local Offer. [Home - Derbyshire Local Offer](#)

Derby's local offer encompasses various services, including leisure, health, education, and support groups. Its purpose is to consolidate service information for families, making it easily accessible.

Stanton Vales' contribution to the local offer involves providing education for pupils with EHCPs with severe learning difficulties and pupils with profound and multiple learning difficulties, ensuring their educational needs are met.

School Admissions Policy

The school collaborates with the local authority and other schools to establish fair admission criteria for pupils with SEN or disabilities. The Admissions Policy is accessible on the website and upon request. While placement decisions are made by local authorities, Stanton Vale provides input regarding the pupils needs, admission criteria, EHCP provisions, and compatibility with other pupils and resources.

Mutual cooperation between parents and staff is essential for student success. Stanton Vale aims to observe pupils in their current setting before advising the local authority on placement requests. Placement inquiries come from various sources, and formal offers require consultation with the school.

Link to Important Legislation

[The Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](#)

Who can young people and parents contact if they have a query or concern?

The success of our pupils relies on strong links between school staff, Governors, Trustees, pupils, parents/carers, and other professionals. We continually develop our practice to improve outcomes for our pupils and welcome suggestions from these groups to enhance our provision.

If you have any questions about our contribution to the Derbyshire Local Offer/Esteem Multi -Academy offer, please contact:

Emma Kehoe, Headteacher or Rachel Beckett, SENCo

More information about the Derbyshire Local Offer is available on their website Our SEND Information will be reviewed and updated annually.