



STANTON VALE SCHOOL

SEND REPORT

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Date: 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 but we meet the needs of pupils with profound and multiple learning difficulties and moderate learning difficulties. The school also meets the needs of a significant number of pupils with autism. The number of pupils on roll is 120. 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
- Social, emotional and mental health

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 12 class bases in school each with access to large outside spaces. The school also benefits from having a swimming pool, sensory regulation spaces, a soft-mobility room, a designated outdoor learning as well as a full-size trampoline for Rebound Therapy.

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 customise 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 such as 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 pupil progress and safety. They can request further professional development, including visits, qualifications, and conferences, with an emphasis on evaluating its impact on pupil 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 (SENCO) 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 SENCO@Stantonvale.co.uk.

What is our approach to teaching pupils with SEND?

We organise our classes by age and learning 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:

- Focused 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
- Switch operated equipment
- Intensive interaction

- Rebound Therapy
- Drama Therapy
- Educational Visits
- Outdoor learning
- 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, preparing them for life after Stanton Vale. 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 Year 1
- Support Pathway and Avenue for children who are sensory learners with profound and multiple learning difficulties.
- Explore Pathway and Avenue for sensory learners with complex needs who may struggle to access a structured curriculum.
- Nurture Pathway and Avenue for pupils with severe learning difficulties who can access a curriculum that includes subjects.
- Aspire Pathway and Avenue for pupils who typically have severe or moderate learning difficulties who access a subject specific curriculum.

Curriculum Drivers

Our curriculum drivers of Communication, Independence and Development are the philosophy that underpins all that we do at Stanton Vale. They are at the centre of every lesson, every activity and every interaction we have with our pupils.

Communication: We foster effective and affective communication, tailoring approaches to individual needs where expression sparks connection and understanding. Pupils explore, express, and connect with the world through spoken, written, visual, sign and expressive forms of communication, building empathy and understanding embracing their unique voices and celebrating the communication of others.

Independence: We cultivate self-sufficiency, independent learning and engagement. Pupils become curious explorers, encouraged to engage and question, experiment and find creative solutions to real-world challenges. Independence skills are highly personalised and individualised to meet the unique needs of all our pupils.

Development: We nurture holistic well-being. Pupils thrive in a safe, inclusive environment that supports their spiritual, moral, social, cultural (SMSC) development, physical health, and emotional well-being.

Our Curriculum Aspiration

- Inclusive and adapted: Every learner feels valued and included, as we meet individual needs, learning styles, and abilities.
- Meaningful and engaging: Hands-on experiences, multi-sensory activities, and real-world connections spark curiosity and ignite a love for engagement and learning.
- Strength-based: We build upon each learner's strengths and talents, fostering enjoyment, confidence and self-belief.

- Communication-focused: Diverse forms of communication empower learners to express themselves in their own, individual way.
- Collaborative and supportive: Peer interaction and teamwork foster a sense of community and belonging, nurturing social and emotional development.
- Preparing for Adulthood: We equip our pupils with individualised essential life skills for independence and community participation, preparing them for the future.

Our Learning Environment

- Every child feels safe, valued, and respected.
- Individuality is celebrated and differences are embraced.
- Challenges are viewed as opportunities.
- Collaboration and teamwork are encouraged.
- Independence and self-confidence are nurtured.
- All achievements are valued and celebrated.
- A love for engagement and learning is ignited.

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, Entry Level Certificates and Level 1 qualifications.

The school is structured to meet the needs of pupils with SEND, well equipped hygiene rooms.

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 the Pupil 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. All pupils have an Individual Learning Plan directly linked to their EHCP targets.

We ensure our standards of judgement by moderating work in school, with other 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
- Daily focus on the Zones of Regulation
- Weekly peer group assemblies.
- 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 identified 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?

We respond proactively and positively to changes in legislation and supporting young people and their families in preparation for adulthood. All transitions are well planned

for throughout Stanton Vale as pupils move from class-to-class and phase-to-phase. We realise that being supported towards greater independence and employability would be life transforming and at Stanton Vale this starts early gradually increasing support for their transition from school to adult life. Our whole school curriculum supports the development of life skills and actively promotes independence and cultural capital.

The individualised curriculum adapts to meet the options, interests, and aspirations of pupils. There are significant extended opportunities available to all pupils including accredited learning outcomes and business enterprise. Pupils take part in work experience opportunities to help support them for future careers. The school tracks leavers for their first year after leaving to ensure that they are well supported and continue to succeed.

Pupils take part in their annual reviews where possible to contribute to decisions about their future.

Shared facilities within the main core of the school offer physical, social and emotional well-being experiences, such as sports hall, dining hall, playground, mixed PE.

Various events and theme days throughout the year, such as sports day and school fayres, allow pupils to interact with peers outside of their class group and department.

A weekly whole school assembly where pupils are encouraged to celebrate the achievement of themselves and their peers in line with the school's core values. Pupils engage in reflection sessions throughout the week and tutorial sessions where they reflect and learn about key values and further understand themselves and their role within society.

The school council has representatives from each department, to ensure pupils have a voice within the school and can make a positive contribution.

At Stanton Vale staff are trained in 'Team Teach' which is de-escalation and positive handling training to support our pupils.

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 support emotional and social development through the school council, 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 Pupil 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 pupil 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, SENDCo

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