

# Inspire - Enable - Achieve




## The Vale Federation: Stocklake Park School SEN Information Report

Date policy last reviewed: December 2025

Date policy to be reviewed: October 2026

Signed:

 Principal

Date 5th January 2026

David J Pearce Chair of Governors Date 5th January 2026



## 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 meets the needs of children with a wide range of learning difficulties, most of whom have severe, or profound and multiple learning difficulties. There are a small number of students who have moderate learning difficulties in the older age ranges within the school. Students may also have physical, neurological and sensory conditions, autistic spectrum conditions, and a range of (complex) medical needs.

The school is located in Aylesbury. The majority of students come from the Aylesbury Vale area, with some students coming from all across Buckinghamshire, and a very few students coming from neighbouring local authorities.

In the autumn term of 2025, there are 105 students on roll.

Students are taught in small classes (between 6 and 10 students) led by a class teacher, with a Senior Teaching Assistant and Teaching Assistant team. In some classes there is also a (Range 4) Assistant Teacher who leads the class in the absence of the Teacher. There are thirteen tutor groups on the Stocklake Park site. The class teacher and class team monitor and support each student's wellbeing, attendance and behaviour, working closely with each family to support their child.

At Stocklake Park, students have a tutor base for much of their learning, accessing specialist areas for Food Technology, life skills, PE, Rebound Therapy, 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, visiting local shops and becoming involved in community projects.

There are specialist classes 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 where required.

Across the whole school there are seven classes supporting children with autism spectrum disorder (ASD) needs specifically, two for children with Profound and Multiple Learning Difficulties (PMLD), and four for children with severe learning difficulties (SLD).

Sixth Form 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

	<p>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.</p> <p>Admission to the school is determined by Buckinghamshire Local Authority.</p>
<p><b>How will Stocklake Park identify and assess my child's special needs?</b></p>	<p>All students will have been assessed for and have an Education Health and Care Plan (EHCP).</p> <p>Individual student programmes are devised and incorporated into the curriculum based on needs identified in each student's EHCP.</p>
<p><b>How does Stocklake Park evaluate the effectiveness of our provision?</b></p>	<p>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 use "Evidence for Learning" software to evidence and track progress.</p> <p>We set challenging targets for students. We ensure our standards by moderating work in school, and by liaising with other local special schools. We scrutinise the work of students throughout the year to ensure that students' learning is challenging, relevant and accessible. We also monitor the success of other provision in school such as alternative communication methods, use of technology etc.</p> <p>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.</p> <p>Sixth Form students lead their Annual Review and share their views about their post 16 experience, their learning and future destinations.</p> <p>We have robust procedures for self-evaluation of our work, reporting to Governors and working with external specialists to quality assure the work we do.</p> <p>Stocklake Park was judged to be a good school by Ofsted at its most recent inspection (February 2019). The school had a monitoring inspection in June 2024 which did not change the grading of the school, but there was a notice to have a full inspection within 12-18 months.</p>
<p><b>How do I know how well my child is doing at Stocklake Park?</b></p>	<p>During each term parents have an opportunity to meet with their child's teacher at a Parents' Evening. Once a year as part of the Annual Review process they are given a report which outlines the progress their child is making. This will also be discussed at the Annual Review meeting. They will additionally receive an end of year report every July, and will be asked to contribute to or comment on their son/daughter's individual targets termly. The school also uses a home/school diary as an informal means of daily communication.</p>

	<p>Parents/carers have access to online learning journals (Evidence For Learning).</p> <p>Parents are welcome to make an appointment to discuss their son or daughter's progress with school staff at any time throughout the year.</p>
<p><b>How will staff support my child and how will the curriculum be matched to my child's needs?</b></p>	<p>All planning is highly differentiated for each child and the support provided for each individual is outlined in their Education Health Care Plan (EHCP). Each student has an individual Termly Progress and Provision (TPP) document, which identifies their termly targets and is used to record and share progress with parents; students are involved in this process wherever possible.</p> <p>Additionally, each student has an "individual profile" describing their needs, and an individual behaviour support plan so that all staff are aware of what works best to help them learn.</p> <p>Members of staff work closely with other professionals and services to achieve the best possible outcomes for students and to ensure their well-being.</p>
<p><b>How do we adapt the curriculum at Stocklake Park?</b></p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p><b>What further activities are available in addition to the curriculum activities?</b></p>	<p>Stocklake Park has 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 i.e., Aylesbury Grammar School &amp; Aylesbury High School.</p> <p>Our post 16 students 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.</p> <p>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.</p>
<p><b>What support is there for social and emotional development at</b></p>	<p>The development of social and emotional skills is at the</p>

<p><b>Stocklake Park?</b></p>	<p>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.</p> <p>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 Family Support Officer to support students and families.</p> <p>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.</p> <p>We have a clear behaviour policy, and aim to encourage appropriate behaviour through positive behaviour management. Members of staff are trained in Team Teach Physical Intervention.</p> <p>The school works hard to promote British values, encouraging mutual respect and tolerance for others.</p>
<p><b>What training is provided to develop staff expertise?</b></p>	<p>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:</p> <ul style="list-style-type: none"> <li>• SCERTS (Social Communication, Emotional Regulation, and Transactional Support) to help students learning strategies to manage and regulate their behaviours, and to recognise and communicate emotions</li> <li>• Zones of regulation</li> <li>• Curriculum, learning and assessment</li> <li>• Safe eating and drinking</li> <li>• Child protection and safeguarding</li> <li>• Health and Safety</li> <li>• Mental Health</li> <li>• Team Teach</li> <li>• Paediatric manual handling</li> <li>• First Aid</li> <li>• Speech and Language programmes (for example Makaton, PECS, Interactive Interaction)</li> <li>• Child Bereavement</li> <li>• 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</li> <li>• Use of new technologies, including safe use of internet</li> <li>• Protective behaviours (staying safe)</li> </ul>
<p><b>What equipment and facilities are there to support young people with special needs?</b></p>	<p>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.</p>

	<p>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.</p> <p>We benefit from:</p> <ul style="list-style-type: none"> <li>• Our own Rebound Centre, including a soft play area. We have a team of staff trained to deliver Rebound Therapy.</li> <li>• A sensory room</li> <li>• Dedicated Speech and Language Therapy room area</li> <li>• A large green house and horticultural area, adapted for access to wheelchair users</li> <li>• A playground with a range of play and sports equipment (including wheelchair accessible swing, basket swing, sports area, specialist trikes)</li> <li>• Multi Use Games Area (MUGA) located next to the Connect Centre</li> <li>• A cookery room with height adjustable tables and hob, wheelchair accessible ovens, independent work stations as well as whole group teaching area</li> <li>• Life Skills Room, set up as a “studio flat” to support students in developing independence skills</li> <li>• 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</li> <li>• Bespoke and accessible playground equipment</li> <li>• A dedicated tutor base for each class, with student access to Smartboards</li> <li>• Hoists</li> </ul>
<p><b>How are families involved in the education of their children?</b></p>	<p>At Stocklake Park we aim to fully include parents and families in the process of working together. This includes:</p> <ul style="list-style-type: none"> <li>• Initial visits to the school;</li> <li>• Home/school diary for information exchanges and key messages;</li> <li>• Twice a year parent/teacher meetings</li> <li>• A report at the end of the year;</li> <li>• Annual review meeting and report;</li> <li>• Parental representation on the Governing Body;</li> <li>• Parental involvement in changes in school through informal and formal consultations;</li> <li>• A weekly parent e-mail</li> <li>• A half-termly newsletter</li> <li>• An open-door policy within school, to ensure privacy and confidentiality appointments can be made to discuss individual pupils;</li> <li>• Parents, families and friends are welcome to attend weekly assemblies, and events such as sports days, Christmas celebrations, Harvest Festival etc</li> <li>• Other agencies and visiting professionals are available to talk to and support students and families.</li> </ul>

	<p>A Family Support Officer is employed by the school to support families and parents engage with the school.</p>
<p><b>How are young people consulted about their views in relation to their education?</b></p>	<p>All students in our school are treated with dignity and respect. There is full personalisation of the curriculum for each student in order that they can access and experience success throughout their school life.</p> <p>The School Council invites students to contribute to and decide on aspects of school life relating to their needs.</p> <p>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.</p>
<p><b>What do I do if I have a concern about the provision at Stocklake Park?</b></p>	<p>We endeavour to ensure through our positive relationships with families that complaints rarely occur. However, any complaints should be made initially to the student's teacher. If this does not solve the problem, then the Head of School can be consulted, and then the Principal and the Governors.</p> <p>The school has a complaints policy which outlines this process. This is available on the school website</p>
<p><b>What specialist services can be accessed at Stocklake Park?</b></p>	<p>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.</p> <p>The school employs its own Speech and Language Therapy Team. The school commissions Physiotherapy and school nursing from Buckinghamshire Healthcare NHS Trust and Occupational Therapy and further physiotherapy from the Pace Centre.</p> <p>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)</p>
<p><b>What are the school's arrangements for supporting students in transferring between phases of education?</b></p>	<p>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.</p> <p>Planning for future destinations Post 19 forms a core part of the Post 16 curriculum.</p> <p>Information is shared between schools/placements and any other professional involved in the transition process.</p>
<p><b>Where can I get further information and support?</b></p>	<p>Please visit our school website: <a href="http://www.stocklakepark.com">www.stocklakepark.com</a></p> <p>The school phone number is 01296 423507.</p> <p>The Buckinghamshire Special Educational Needs and</p>

	<p>Disability Information, Advice and Support (SENDIAS) 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: <a href="tel:01296383754">01296 383754</a>, or via the contact form here: <a href="https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/contact-sendias/">https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/contact-sendias/</a></p>
<p><b>Where can I get information about the local authority's local offer?</b></p>	<p>Buckinghamshire 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".</p> <p>Buckinghamshire's Local Offer can be found at: <a href="https://familyinfo.buckinghamshire.gov.uk/send/about-local-offer/">https://familyinfo.buckinghamshire.gov.uk/send/about-local-offer/</a></p>