



The Stonebridge
School

SEND POLICY

Date: *October 2026*

Approved by:	Full Governing Body
Last reviewed:	October 2026
Next review due by:	October 2027

Contents

- 1 Aims and objectives
- 2 Vision and values
- 3 Legislation and guidance
- 4 Inclusion and equal opportunities
- 5 Definitions
- 6 Roles and responsibilities
- 7 SEN Information Report
- 8 Our approach to SEND support
- 9 Attendance
- 10 Safeguarding
- 11 Expertise and training of staff
- 12 Links with external professional agencies
- 13 Admission and accessibility arrangements
- 14 Complaints about SEND provision
- 15 Monitoring and evaluation arrangements
- 16 Links with other policies and documents

1 Aims and objectives

The Stonebridge School will use its best endeavours to secure the special educational provision pupils need. This policy explains how we identify needs, remove barriers to learning and review support, and sets out the responsibilities of staff and governors. It applies to all pupils with special educational needs and disabilities, including those receiving SEN support and those with an education, health and care plan.

We aim to:

- Provide a broad, balanced and ambitious curriculum and enable pupils with SEND to participate alongside their peers in lessons, clubs, visits and wider school life.
- Identify needs early, respond promptly and evaluate whether support improves learning, participation and wellbeing.
- Help pupils achieve their best, develop confidence and independence, and make successful transitions to their next stage of education.
- Involve pupils and parents or carers in decisions about outcomes, support and review.
- Meet our duties under SEND and equality legislation, including making reasonable adjustments for disabled pupils.
- Ensure that staff understand and consistently implement this policy and work effectively with education, health and social care professionals.

2 Vision and values

Our school motto, 'Learning for Life', reflects our commitment to enabling every pupil to develop the knowledge, skills and confidence needed for a fulfilling life. We value each pupil's strengths and aspirations and maintain high expectations for all.

Inclusion means adapting teaching and support to pupils' needs while ensuring that they belong to the school community. We listen to pupils and families, recognise their expertise and work with them to remove barriers. Support should build independence and help pupils use what they learn across the curriculum and beyond the classroom.

3 Legislation and guidance

This policy is based on the Special educational needs and disability code of practice 0 to 25 years and has regard to the current editions of Keeping Children Safe in Education and Working together to improve school attendance.

It is also underpinned by:

- Part 3 of the Children and Families Act 2014.
- The Special Educational Needs and Disability Regulations 2014.
- The Equality Act 2010, including reasonable adjustment duties and the Public Sector Equality Duty.
- The School Admissions Code and relevant governance guidance.

The governing body and headteacher will ensure that changes in statutory requirements are reflected in school practice and this policy.

4 Inclusion and equal opportunities

We will provide an inclusive learning environment in which pupils can access a broad, balanced and appropriately challenging curriculum. Teachers will plan for pupils' starting points, strengths and needs, use suitable assessment and adapt teaching, resources and the classroom environment.

Reasonable adjustments may include accessible resources, visual supports, assistive technology, auxiliary aids and services, adapted communication and changes to routines. Adjustments will be considered individually and reviewed with pupils and families. A pupil does not need an EHC plan or placement on the SEND register to be entitled to disability-related reasonable adjustments.

We will plan for participation in extracurricular activities, trips and visits, discussing access needs and appropriate support in advance. Behaviour and anti-bullying practice will take account of SEND, consider underlying needs and apply reasonable adjustments while maintaining pupils' safety and dignity.

5 Definitions

5.1 Special educational needs

A pupil has special educational needs if they have a learning difficulty or disability that calls for special educational provision. A child of compulsory school age has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of children of the same age, or a disability that prevents or hinders them from using educational facilities generally provided for children of the same age in mainstream schools.

For children aged two or over, special educational provision is educational or training provision additional to, or different from, that generally made for children of the same age in mainstream settings. Children below compulsory school age may also have SEN where they fall within the definition, or would do so without special educational provision.

5.2 Disability

Under the Equality Act 2010, a disability is a physical or mental impairment with a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. 'Substantial' means more than minor or trivial; 'long-term' generally means lasting, or likely to last, at least 12 months.

SEND includes both special educational needs and disabilities. Some disabled pupils do not have SEN, and some pupils with SEN do not have a disability. We will consider the support and legal duties relevant to each pupil.

5.3 The four areas of need

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

These areas guide assessment and planning rather than define a pupil. Needs may overlap and change over time; provision will respond to the individual pupil's profile.

6 Roles and responsibilities

6.1 The SENDCO

Nasreen Iqbal, Assistant Headteacher, is the school's special educational needs and disabilities coordinator, referred to in this policy as the SENDCO. Parents and carers can request contact with the SENDCO through the school office.

The SENDCO will:

- Lead the day-to-day operation of this policy and coordinate provision for pupils with SEN, including those with EHC plans.
- Work with the headteacher and SEND link governor on the strategic development of SEND provision.
- Advise teachers on identifying needs, adaptive teaching, the graduated approach and evaluating interventions.
- Liaise with pupils and families and ensure that parents are informed when special educational provision is made.
- Maintain an accurate SEND register and records of needs, provision and reviews, and ensure relevant staff can access the information they need securely.
- Coordinate liaison with the local authority and external services and advise on the use of funding and resources.
- Support transition between classes and settings and ensure that relevant records reach the receiving setting promptly and securely.
- Work with the headteacher and governors on reasonable adjustments, accessibility and staff training.
- Monitor the quality and impact of provision, review patterns of identification and contribute to the SEN Information Report and policy review.

6.2 The governing body

The governing body is responsible for ensuring that the school meets its SEND duties. It will use its best endeavours to ensure pupils receive the support they need and can participate in school activities alongside pupils without SEND.

Governors will ensure that:

- There is a qualified teacher designated as SENDCO who meets applicable qualification requirements and has sufficient time and resources to carry out the role.
- The school has a clear approach to identifying and responding to SEN and keeps accurate records of provision.
- Parents are informed when special educational provision is made and receive an annual report on their child's progress.
- The school publishes an up-to-date SEN Information Report, admission and accessibility information, and an Accessibility Plan.
- Reasonable adjustments and arrangements for supporting pupils with medical conditions are in place.
- Resources are deployed effectively and provision, outcomes and inclusion are monitored.

The governing body will cooperate with the local authority in reviewing local provision and developing the Local Offer, and will approve this policy.

6.3 The SEND link governor

The governing body will designate a governor to oversee SEND. The current SEND link governor's name and contact route can be obtained through the school office.

The link governor will raise awareness of SEND at governing body meetings, monitor the quality and effectiveness of provision, report findings to governors, and work with the headteacher and SENDCO on priorities for improvement.

6.4 The headteacher

Kate Pelazza is the headteacher and has overall responsibility for SEND provision and pupils' progress. The headteacher will work with the SENDCO and governors to develop provision, oversee the notional SEND budget and additional funding, and ensure that staffing and resources support agreed provision.

The headteacher will ensure that the SENDCO has sufficient time to carry out the role; identify training needs; review the breadth and impact of support; and ensure the school cooperates with the local authority. With the SENDCO, the headteacher will monitor identification patterns and ensure that requests for EHC needs assessments and early reviews are considered when appropriate.

6.5 Class teachers and support staff

Class teachers remain responsible and accountable for the progress and development of every pupil in their class, including pupils supported by teaching assistants or external specialists. They will:

- Provide high-quality adaptive teaching, maintain ambitious expectations and identify barriers to learning.
- Assess pupils' needs and progress, consult the SENDCO and implement agreed support plans.
- Plan with teaching assistants and specialist staff, connect interventions to classroom learning and evaluate their impact.
- Communicate with parents and pupils, agree outcomes and review provision at least termly.
- Follow this policy and the SEN Information Report and keep accurate records.

Teaching assistants and other support staff will deliver agreed support under the direction of teachers, share observations, contribute to reviews and promote pupils' independence.

6.6 Parents and carers

Parents and carers are partners in their child's education. We invite them to share concerns, relevant information, aspirations and observations about support at home. They will be involved in decisions about provision and invited to meet the class teacher, supported by the SENDCO as appropriate, three times each year.

Parents will receive an annual report on progress. We will take their views into account, explain decisions clearly and agree practical ways of working together. Access to school support does not depend on a family's ability to provide additional support at home.

6.7 Pupils

Pupils will be supported to express their views in ways appropriate to their age, development and communication needs. They may explain their strengths and difficulties, help agree targets, contribute to review meetings and give feedback on support.

We will take pupils' views seriously when making decisions that affect them and support their growing confidence and independence.

7 SEN Information Report

The school publishes its SEN Information Report on the school website. This explains how the policy is implemented, including identification, support, consultation, transition, staff expertise, access to activities and arrangements for raising concerns.

The report will be reviewed at least annually and updated as soon as possible after changes to its information. It will signpost Brent's SEND Local Offer and local impartial information, advice and support. The Accessibility Plan is also available on the school website. Parents can request copies through the school office; translations or interpretation of key SEND documents are available on request.

8 Our approach to SEND support

8.1 Identifying pupils and assessing their needs

Early identification and effective provision improve outcomes. On entry, we will consider pupils' current skills and attainment, information from previous settings, parents' observations and advice from professionals. We will identify any disability-related adjustments needed and seek relevant information before pupils with known needs start school wherever possible.

Class teachers regularly assess all pupils and identify those whose progress is significantly slower than peers with the same starting point, fails to match their previous rate of progress, fails to close an attainment gap, or widens that gap. Assessment includes communication, social and emotional development, physical and sensory access, participation and independence as well as academic attainment.

Where difficulties arise, teachers will review the quality and accessibility of teaching and provide targeted, high-quality classroom support. If concerns persist, or needs require an immediate response, the teacher will discuss them with the SENDCO and parents. Specialist advice will be sought when needed. Support will be based on identified needs and will not be delayed solely while awaiting a diagnosis.

Slow progress or low attainment does not automatically mean that a pupil has SEN. We will consider factors such as attendance, bullying, bereavement, disrupted education and other circumstances. Difficulties with behaviour will prompt an exploration of underlying needs rather than an automatic SEN label.

English as an additional language is not, in itself, SEN. Staff will consider the pupil's home language, culture, educational experience and performance across contexts, and distinguish language acquisition from learning difficulties. We will not assume that EAL is the only explanation for slow progress.

8.2 Consulting pupils and parents or carers

The class teacher and SENDCO will have early discussions with pupils and families to understand strengths, difficulties and concerns, agree desired outcomes and explain the next steps. A record of these discussions will be kept and shared with parents.

We will formally inform parents when a pupil will receive special educational provision. Plans and reviews will use clear language and, where helpful, images or accessible communication. Families will know what support is planned, who is responsible and when progress will be reviewed.

8.3 The graduated approach

We will use repeated cycles of assess, plan, do and review to identify needs, remove barriers and improve outcomes. The level of assessment and support will increase where required, drawing on specialist expertise.

Assess

The teacher and SENDCO will analyse assessment information, classroom observations, the pupil's response to teaching and interventions, and the views of the pupil and parents. Relevant professional advice will be considered. Assessment will be revisited regularly so that provision reflects changing needs.

Plan

The teacher, SENDCO, pupil and parents will agree adjustments, interventions, intended outcomes and a review date. Targets will be specific, measurable, achievable, relevant and time-bound. The individual support plan will record provision, responsibilities and relevant teaching strategies.

Staff working with the pupil will be informed of their needs and agreed provision. Records will be held securely and shared with staff who need them. Parents will receive clear information about planned support and any agreed opportunities to reinforce learning at home.

Do

The class teacher will implement and oversee the plan and remain responsible for the pupil's progress. Where support takes place in a small group or individually outside class, the teacher will work with support staff to connect it to classroom learning and monitor its effectiveness.

The SENDCO will advise on assessment, approaches and practical difficulties. Support may include adapted resources, visual or communication aids, assistive technology, targeted teaching, social communication support, emotional support and strategies for sensory regulation, according to assessed need.

Review

Provision and outcomes will be reviewed at the agreed date, with formal parent discussions at least three times each year. Reviews will consider progress towards targets, participation and wellbeing, pupil and parent feedback, and the observations of staff and professionals.

The teacher and SENDCO will agree whether to continue, change, increase or reduce support with the pupil and family. If a pupil no longer requires special educational provision, removal from the SEND register will be discussed with parents and progress will continue to be monitored.

8.4 Levels of support

SEN support is additional or different provision delivered through the graduated approach. Pupils receiving this support will be recorded on the SEND register and identified by code K in the school census. Provision draws on the school's delegated resources, including its notional SEND budget; specialist advice will be sought where in-house expertise is insufficient.

An education, health and care plan is a statutory document setting out a pupil's needs, required provision and outcomes across education, health and care. Pupils with an EHC plan will be recorded using code E. Funding may include the school's resources and local authority high needs funding, according to the agreed arrangements.

EHC needs assessments

Where relevant and purposeful action has not met a pupil's needs, the school will discuss an EHC needs assessment with parents and consider a request to the local authority. Parents may also request an assessment directly. The school will provide evidence of needs, support, progress and professional advice and cooperate with the assessment process.

The school will respond to formal requests for assessment advice within six weeks, unless a statutory exception applies, and to consultation on naming the school within 15 days. The local authority decides whether to assess and whether to issue a plan. If no plan is issued, the school will use available advice to refine SEN support.

Implementing and reviewing EHC plans

The school will work with the local authority, family and relevant professionals to implement the provision in each pupil's plan. The local authority is responsible for securing the special educational provision specified in the plan. Day-to-day monitoring and termly discussions will continue alongside the statutory annual review.

The school will cooperate with the local authority to arrange a review at least every 12 months. For children under five, reviews at three- to six-month intervals will be considered. Families and relevant education, health and social care professionals will be invited, and information and advice will be gathered and circulated at least two weeks before the meeting.

The review will consider progress towards outcomes, the effectiveness of provision and any changes needed. The school will send the review report and recommendations to the local authority and those invited within two weeks of the meeting. The local authority will decide whether to maintain, amend or cease the plan and notify the family and school within four weeks of the meeting.

Where needs change significantly, the school will discuss an early review or reassessment with the local authority rather than waiting for the annual review. Transition planning will involve receiving settings and the family, and relevant records and provision information will be transferred securely. For pupils with EHC plans moving between phases, we will cooperate with the local authority's statutory review and amendment timetable.

8.5 Evaluating provision

The SENDCO and teachers will evaluate support through progress tracking, review of individual plans and provision records, classroom monitoring, pupil and parent feedback and annual reviews of EHC plans. We will consider whether provision improves access, participation, independence and wellbeing as well as attainment.

Findings will inform changes to interventions, resources, staff development and the school's wider improvement priorities.

9 Attendance

Our ambition is that pupils with SEND attend regularly and benefit fully from their education. We recognise that they may face complex barriers requiring additional support.

Where attendance is a concern, staff will work with the pupil and family to understand the barriers and agree support. The SENDCO will contribute to planning reasonable adjustments and, where appropriate, seek advice from relevant services. Support and its impact will be reviewed rather than assuming that absence is an unavoidable consequence of SEND.

Detailed attendance procedures are set out in the school's Attendance Policy. Any temporary part-time timetable must be exceptional, agreed and reviewed in line with that policy and current statutory guidance, with a clear plan towards full-time education.

10 Safeguarding

Pupils with SEND can face additional safeguarding challenges, including bullying, isolation, exploitation, online harm and abuse. Staff must not assume that changes in behaviour or mood, injuries or other indicators of possible abuse are explained by a pupil's condition.

Communication barriers and differences in understanding may make it harder for pupils to recognise or report harm. Staff will ensure that pupils have accessible ways to seek help and will adapt teaching about relationships, personal safety and online safety to their needs.

All concerns must be reported promptly under the school's Safeguarding and Child Protection Policy. Preesha Lachani, Deputy Headteacher, is the Designated Safeguarding Lead. The DSL will liaise with the SENDCO where relevant, ensure appropriate action and consider the need for early help or referral. SEND support must never delay a safeguarding response.

11 Expertise and training of staff

The headteacher and SENDCO will identify training needs through monitoring, pupil reviews, staff feedback and school improvement planning. Teaching and support staff will receive development relevant to the pupils they teach and support.

Training priorities may include identifying SEND, adaptive teaching, speech and language needs, autism, specific learning difficulties, social, emotional and mental health needs, sensory circuits and regulation strategies, and trauma-informed practice. Specialist advice will be used to support consistent implementation and assess the impact of training on provision.

12 Links with external professional agencies

We will seek external expertise when pupils' needs require specialist assessment or advice. The SENDCO will coordinate contact and ensure that recommendations inform classroom teaching, support plans and reviews.

Depending on assessed needs, this may involve educational psychologists, speech and language therapists, specialist teachers, sensory support services, occupational therapists, physiotherapists, school nurses, paediatric or other health services, mental health services, attendance support and social care.

Parents will be involved in referrals and decisions, with consent obtained where required. Information will be shared lawfully and securely; safeguarding information will be shared in accordance with the school's safeguarding procedures. The school will cooperate with Brent and other relevant local authorities and signpost families to the Local Offer.

13 Admission and accessibility arrangements

13.1 Admissions

The school will follow the published admission arrangements and applicable admissions law. Pupils whose EHC plan names The Stonebridge School will be admitted in accordance with statutory requirements, before other places are allocated through the normal admissions process.

Pupils without an EHC plan will be considered under the usual admission arrangements. SEN or disability will not be used to refuse admission or unfairly disadvantage an applicant. The school will not require an EHC plan as a condition of admission for a child with SEN who does not have one.

The SENDCO will work with families, previous settings and the local authority to plan appropriate support and adjustments for entry. Current admission arrangements are available through the school website or school office.

13.2 Accessibility

The school will make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage. We will review access to teaching, activities, information and the school environment with pupils and families and take account of relevant specialist advice.

Support may include auxiliary aids and services, accessible learning materials, assistive technology and adapted communication. Individual access arrangements will be planned according to need and reviewed for effectiveness.

The Accessibility Plan, available on the school website or through the school office, sets out how the school will increase disabled pupils' participation in the curriculum, improve access to the physical environment and improve the availability of accessible information. It will be reviewed alongside school priorities and updated when required.

14 Complaints about SEND provision

Parents or carers should initially raise concerns with their child's class teacher or the SENDCO so that we can understand the issue and seek a timely resolution. Where concerns remain, they should use the school's published Complaints Policy, available on the school website or through the school office. Formal complaints and escalation will follow the stages and named contacts in that policy.

Concerns about local authority decisions, including EHC assessments or plans, follow the relevant local authority processes and statutory rights of appeal. These are separate from complaints about the school. Decision letters explain applicable mediation and appeal rights and deadlines.

Brent's SEND Local Offer provides information about local support, disagreement resolution and mediation. Families can seek impartial information, advice and support through Brent's SEND advice and support service, signposted in the SEN Information Report and Local Offer. The SENDCO can help families locate the relevant information.

Brent SEND Local Offer: <https://www.brent.gov.uk/children-young-people-and-families/send-local-offer>

15 Monitoring and evaluation arrangements

15.1 Evaluating effectiveness

The headteacher and SENDCO will evaluate whether this policy achieves its aims. Evidence will include how promptly needs are identified, the quality and consistency of teaching and provision, progress towards individual outcomes, attendance and participation, and feedback from pupils, families and staff.

Monitoring will also consider whether pupils feel safe, valued and included; whether relevant staff understand pupils' needs and plans; and whether resources and training improve provision. Findings will be shared with governors and used to identify actions for improvement.

15.2 Reviewing the policy

The SENDCO and headteacher will review this policy annually, in consultation with the governing body and taking account of pupil, parent and staff feedback. The next scheduled review is September 2027. The policy will be updated sooner when legislation, guidance or school procedures change and will be approved by the governing body.

16 Links with other policies and documents

This policy should be read alongside the SEN Information Report, Brent's SEND Local Offer, the Accessibility Plan, and the school's policies and arrangements for behaviour, anti-bullying, safeguarding and child protection, equality, attendance, support for pupils with medical conditions and complaints.

School documents are available through the school website or school office. The SEN Information Report provides further detail about how support is organised and accessed.