

The Stonebridge School



SEND Information report 2026-27

Last reviewed: September 2026

Next scheduled review: September 2027

This report is updated as soon as changes occur during the year. A paper copy is available on request from the school office.

Our school



At The Stonebridge School, we have a similar approach to other Brent schools in meeting the needs of pupils with special educational needs and disabilities (SEND) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

We are a fully inclusive mainstream primary school. We aim for every pupil to achieve their potential personally, socially, emotionally and academically, regardless of background or need.

This document is intended to give you information regarding the ways in which we ensure support for all our pupils including those with SEND, so they can reach their potential. Our provision is continually developed and adapted to meet the changing requirements of individual children

The SEND Code of Practice (2014) defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her..."

Where a pupil's progress is significantly below age-related expectations despite high-quality teaching targeted at specific areas of difficulty, provision of SEND Support may need to be made. Once this occurs, we have specific needs-based plans which help support their development and accelerate progress, with a purpose of removing barriers to learning.

If you would like further information about provision at The Stonebridge School or are considering whether your child should join the school, please contact us directly.

Contact
SENDCo: Mrs. Nasreen Iqbal

Email: Niqbal@stonebridge.brent.sch.uk Telephone: 020 8965 6965
Available term-time by appointment — please contact the school office.

Special Educational Needs



Our School

The Stonebridge School is a mainstream school that provides education for children aged 3-11 years, committed to meeting the needs of all children, including those with SEND, through inclusive teaching. and high-quality teaching for all.

We support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity. SEND is categorized into the following areas in the SEND Code of Practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

If a pupil is identified as having SEND needs, we provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high-quality, individualized teaching intended to overcome barriers to their learning.

We follow a four-stage process:

1. **Assess** — We consider information from parents/carers, the pupil, the class teacher and any assessments.
2. **Plan** — We identify barriers, intended outcomes and additional support required. Decisions are recorded on a SEND Support plan which forms the basis for review meetings.
3. **Do** — We provide the support set out in the plan.
4. **Review** — We measure the impact of support and consider changes needed. All involved parties contribute to the review, which informs the next cycle.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.



Identifying and Assessing Needs



How does the school know if children and young people need extra help, and what should I do if I think my child may have special educational needs?

At The Stonebridge School, we believe in the early identification of SEND. Staff receive SEND training and work closely with the SENDCo to identify concerns and monitor pupils' progress and provision.

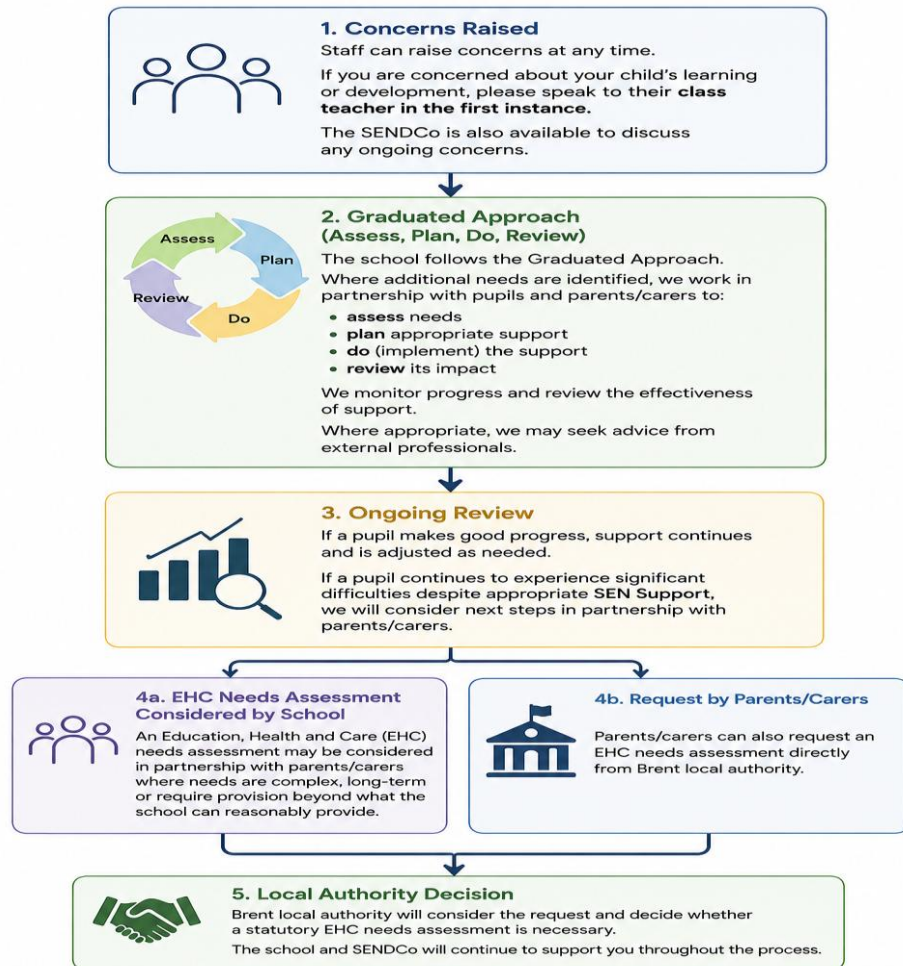
SEND may be identified through:

- Parent/carers concerns
- Pupil progress and assessment data
- Teacher observations
- Information from previous schools or settings

The school follows the Graduated Approach of assess, plan, do and review. Where additional needs are identified, we work in partnership with pupils

and parents/carers to put appropriate support in place, monitor progress and review its effectiveness. Where appropriate, we may seek advice from external professionals.

How we identify and support pupils with SEND



If a pupil continues to make less than expected progress despite targeted SEND Support, we (in partnership with parents/carers) may request an Education, Health and Care (EHC) needs assessment from Brent local authority. Parents/carers also have the right to request an EHC needs assessment directly from Brent. The SENDCo can explain the process and support parents with a request.

How will the school let me know if they have any concerns about my child's learning in school?

If a pupil continues to make less than expected progress despite well-targeted SEND Support and carefully monitored interventions, the school, in agreement with parents and after seeking advice from external professionals

	when appropriate, may consider requesting an Education, Health and Care (EHC) needs assessment from Brent local authority. An EHC needs assessment will be considered where a pupil's needs are complex, long-term or likely to require provision beyond what the school can reasonably provide from its own resources. Parents may also request an EHC needs assessment directly from the local authority; the local authority will decide whether a statutory assessment is necessary. The SENDCo can explain the process and support families with a request, if necessary. Parents/carers are kept informed and are encouraged to contribute to the assessment and review process. Support is adjusted as part of the Graduated Approach to ensure it continues to meet the pupil's needs.
Our approach to teaching children with SEND 	What is our approach to teaching children with SEND? Quality first teaching with appropriate adaptive strategies is the first response. Teachers adapt their high-quality teaching to cater for their pupils' needs. Where appropriate, staff are deployed to give children additional evidence-based interventions in small groups, or to provide one-to-one support. We embed the Education Endowment Foundation's 'Five-a-day' principles in lessons and use a range of adaptations (for example word banks, timers, ear defenders and task boxes) to increase accessibility. Examples of curriculum and environment adaptations • Reasonable adjustments and additional resources. • Small-group or targeted groupings to address specific learning gaps. • Differentiated resources and teaching styles to match pupils' learning needs. • Careful choices of texts and topics to increase engagement and accessibility. • Access arrangements for tests and examinations where appropriate. • Additional adult support when needed.



How are adaptations made to the curriculum and the learning environment of pupils with SEND?

The curriculum/learning environment may be adapted by:

- Making reasonable adjustments e.g., additional resources, seating arrangements
- Groupings that target specific levels of progress
- Differentiated resources and outcomes and the use of differing teaching styles
- Appropriate choices of texts and topics to suit the learner
- Access arrangements for tests and or examinations
- Additional adult support

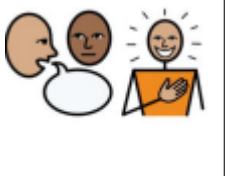
Visual timetables	Task boards	Peer mentoring

	<table><tr><td>Assistive technology</td><td>Talk partners</td><td>Peer marking</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Self-assessment</td><td>Word banks</td><td>Positive behaviour</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Ear defenders</td><td>Timers</td><td>Explicit instruction</td></tr></table>	Assistive technology	Talk partners	Peer marking				Self-assessment	Word banks	Positive behaviour				Ear defenders	Timers	Explicit instruction
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Parental concerns and support 	If you are concerned about your child’s progress, development or wellbeing, or think that they may have special educational needs, we encourage you to speak to us as soon as possible. If you have concerns, please: • Speak to your child’s class teacher in the first instance. You can speak to them after school or contact the school office to arrange a meeting. • Speak to the SENDCo if you have ongoing concerns or would like to discuss your child’s special educational needs in more detail. You can contact Mrs. Nasreen Iqbal (SENDCo) by email at Niqbal@stonebridge.brent.sch.uk or by telephone on 020 8965 6965, Where appropriate, a home/school liaison book or other agreed method of communication may be used to support regular communication between home and school. Parents/carers are encouraged to share information and work with school staff to support agreed targets and strategies at home. Complaints about SEND provision We aim to work in partnership with parents and carers to resolve any concerns about SEND provision. In the first instance, parents/carers should discuss their concerns with the class teacher and/or SENDCo. If the concern is not resolved, parents/carers may make a formal complaint using the school’s Complaints Policy, available on the school website or from the school office. Complaints specifically relating to SEND provision will															

	be considered in accordance with the school's published complaints procedure. Parents/carers may also seek impartial advice and support from Brent SENDIASS. Where a complaint concerns a local authority decision about an EHC needs assessment or EHC Plan, different statutory disagreement resolution, mediation and appeal arrangements may apply. Parent Workshops and Support The Stonebridge School is committed to building parents' and carers' understanding of SEND and supporting families to feel confident in helping their children at home. We will provide parent workshops and coffee mornings throughout the year covering a range of areas of SEND need. These sessions may include practical advice, strategies for supporting learning and communication at home, understanding different types of SEND, and information about the support available within school and through external services. Parents/carers will be informed about upcoming workshops through the school's usual communication channels. We welcome suggestions from families about areas they would find helpful and encourage parents and carers to take part wherever possible.
Pupils' views 	How will my child be able to contribute their views? • We value and celebrate pupil voice in all aspects of school life, usually through the School Council which provides an open forum for issues or viewpoints. • Children with EHC Plans have their views sought before review meetings and may attend if it is not distressing. • Pupil voice activities are carried out termly
Evaluating Provisions 	How does the school assess and review pupils' progress towards outcomes? Pupil progress and the impact of SEND support are regularly monitored and reviewed through: • School assessment and progress tracking • Intervention monitoring and review • SEND Support Plan and EHCP reviews

	• Teacher observations and follow-up • Parent/carers meetings and SEND consultations • Pupil views and involvement in reviewing their support • Specialist assessments, where appropriate This enables us to evaluate pupils' progress, identify emerging needs and adjust provision and support where necessary. Parents and carers receive updated targets for pupils with SEND three times a year. These targets provide a clear focus for supporting progress and are shared with families so that they can discuss their child's development, achievements and next steps with class teachers. Parents and carers are actively encouraged to contribute to the review process and to share their views when new targets are being considered and set, helping to ensure that targets are meaningful and reflect their child's individual needs and priorities. Where additional support or discussion is required, the SENDCo provides further parent consultations. Annual Reviews are held for all pupils with EHC Plans, providing an opportunity to review progress, outcomes and provision and to ensure that support continues to meet the pupil's needs. Pupils' views and experiences are actively considered and feed directly into their SEND Support Plans and reviews. Progress, attainment and the effectiveness of SEND provision are monitored by the Senior Leadership Team and reported to governors. This ensures that SEND provision is regularly evaluated and that appropriate actions are identified to support positive outcomes for pupils.
Staff Training	What training has the staff supporting children with SEND had or is currently having? All staff receive regular training and guidance to meet children's needs. Examples of training include: • Precision teaching and pre-teaching. • Supporting children with Autistic Spectrum Disorder. • Strategies for supporting literacy difficulties. • Team Teach for staff working with children with SEMH needs. • Understanding the social and emotional needs of children with SEND. • Targeted specialist training for teachers and teaching assistants (for example: using assistive technology; ASD in the primary classroom, supported by Brent Autism Outreach Team). Staff can consult with external professionals such as speech and language therapists for advice and support.

Transition Support	How will we support your child when they are leaving this school or moving to another class? We recognize transitions can be difficult for children with SEND and take steps to make them as smooth as possible: • When moving to another school: • We contact the receiving school's SENDCo to share information on support needs. • All records are passed on promptly. • When moving classes within school: • Information is shared with the new class teacher in advance, often including a planning meeting. • Support plans are shared with the new teacher. • Transition booklets may be provided over the summer break to support some children. For Year 6 transitions: • The SENCo meets with secondary school SENDCo to discuss needs. • Pupils may visit their new school several times; staff visits may also occur. • Social stories are written for children who may find transition difficult. • Additional visits and tailored transition programmes are arranged for vulnerable pupils. • Close liaison ensures all paperwork and needs are transferred and understood. • Annual reviews of EHC Plans may serve as transition meetings with staff from both schools.
Accessibility	Our Accessibility Plan (which sets out improvements to the physical environment, curriculum access and information access for disabled pupils) is published on the school website: https://www.stonebridgeschool.co.uk/assets/Files/Policies/Accessibility-Plan.pdf The Accessibility Plan runs for the period of September 2026 to September 2029. How is The Stonebridge School accessible to children with SEND? All children are assessed on entry to the school • The building is accessible via ramps for children with physical disabilities, with the ground floor fully accessible. • Teaching resources and equipment are made accessible to all children regardless of need.

	• After-school and extra-curricular activities are accessible to all children including those with SEND. • Children with specific physical disabilities (e.g., mobility, visual) are supported according to their needs.
 Outside Agencies	Who are the other people providing services to children with SEND in this school? • Directly funded by the school: • SENDCo • Speech and Language trained HLTA • All Child • Educational Psychologist • Mental Health First Aider Other services used in school: • Brent Outreach Autism Team (BOAT) • Educational Psychology Service (EPS) • Brent Deaf and Hearing-Impaired Service (BDHIS) • Brent Visual Impairment Service (BVIS) • Complex Needs Consultant (Physical/medical disabilities) • Specific Learning Difficulties Consultant • Speech and Language Therapy • School nurse • Occupational therapy • Speech and language therapy at School Support level • Brent Inclusion Support Service • Kids Network • Virtual School Teams
Support for the Emotional and Social Development of SEND pupils 	What support is there for my child's overall wellbeing? . We recognise the importance of emotional and social development. Our ethos and quality-first teaching underpin preventative strategies. We use: • Zones of Regulation. • Meet-and-greet routines. • Movement breaks. • Nurture rooms. • Family workshops on sleep, growth mindset and behaviour. Our designated safeguarding leads and staff work closely with parents and external agencies to ensure children are safe and supported.

Clubs and Trips 	All children are included in all parts of the curriculum, including school trips. • Necessary support is provided to ensure inclusion. • Risk assessments are carried out before off-site activities to ensure health and safety for all.
Administration of Medicines	How does the school manage the administration of medicines? • The school has a policy on administering and managing medicines. • Parents must contact the school office and complete a request form if medication is recommended to be taken during the school day. • The Welfare Officer oversees day-to-day administration of medicines. • Staff receive regular training and updates on medical conditions and medication to manage individual needs.
Brent Local offer	Admission and inclusion of disabled pupils Disabled pupils are admitted to the school in accordance with the school's published admission arrangements. A pupil will not be treated less favourably because of disability. The school makes reasonable adjustments, where required, to ensure that disabled pupils are not placed at a substantial disadvantage and can participate fully in school life.
	Where can I obtain more information and support? If you need impartial, confidential advice about SEND, assessment or provision, the following services can help: • SENDIASS (Brent) — free, confidential and impartial information, advice and support for parents and carers on all aspects of special educational needs and disabilities, including how to request an EHC needs assessment and how to appeal decisions. The service can help you understand paperwork, prepare for meetings and access local services. https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/send-social-care/support-for-parents/sendiasm Brent Local Offer

	Brent's Local Offer (information, services and advice for children and young people with SEND and their families) is available at https://www.brent.gov.uk/children-young-people-and-families/send-local-offer. (brent.gov.uk) Useful Brent Local Offer Short breaks informationhttps://www.brent.gov.uk/children-young-people-and-families/send-local-offer/send-social-care/short-breaks. (brent.gov.uk)
 Feedback	Parent Feedback Summer 2026 <i>My son used to cry and refuse to come to school. He was not speaking. Since June, he is now using some words, and is very happy coming to school. (Year 5 parent -June 2026)</i> <i>I wanted to take this opportunity to say a huge thank you to you and everyone in Rainbow Class. The progress J has made since joining your class has been incredible. His confidence has grown so much, his speech has improved, and he's come on brilliantly with his numbers. The positive changes we've seen at home have been wonderful.</i> <i>I know it hasn't always been an easy journey, so I truly appreciate the patience, care, encouragement, and hard work that you and the team have put into supporting him. I am incredibly grateful for everything you've done for J I can't thank you all enough. (Year 3 parent July 2026)</i>