



The Stables Independent School

SEND Policy and Information Report

This policy was reviewed and approved by the Proprietors in Autumn term 2025.

It will be reviewed annually and approved by the Proprietors.



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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.



4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is **Gary Spackman (Deputy Headteacher)**

The Assistant SENDCO is **Sue O'Malley**

They will:

- Work with the deputy head and proprietors to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- Work with the proprietors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The Headteacher

The Headteacher will:

- Work with the proprietors to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching



- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including predominantly:

- Trauma and attachment difficulties and the neurobiology of maltreatment

However, we provide additional support around a comorbidity of needs including:

- Communication and interaction, for example, autistic spectrum condition (ASC), speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Consulting and involving pupils and parents/carers

We will have discussions with the pupil and their parents/carers, this includes social workers when clarifying the special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

These discussions will inform additional interventions, risk assessments, timetables and staffing ratios.

5.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO/Assistant SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour



- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers/social workers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress in half-termly IEPs, termly PEP meetings and annual EHCP meetings.

5.4 Supporting pupils moving between phases and preparing for adulthood

This process will be formally recorded using termly PEP meetings, LAC reviews and EHCP reviews.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

We will also arrange visits for the pupil and their parents/carers to prospective educational provisions before decisions and applications are made.

5.5 Our approach to teaching pupils with SEND

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

High quality teaching is our first step in responding to pupils who have SEND. This will be achieved by a personalised curriculum that allows pupils to build on their learning progressively acquiring the knowledge and skills needed for the next stages in their education.

The curriculum is designed to provide access, opportunity and challenge to every pupil. Learning opportunities are adapted to meet the needs of all pupils. All of our teaching and learning within every classroom is geared towards meeting our pupils SEND.

Examples of resources used to support this within the weekly timetable include:

- Accelerated Reader
- Weekly THRIVE sessions
- Life skills sessions
- Outdoor learning and enrichment programmes
- Sensory activities and resources



Through regular formative and summative assessment we are able to identify any pupils who require further interventions. Only these pupils will have IEPs (Individual Educational Plans) and these will be reviewed termly with their impact recorded.

Current interventions and support in place are:

- Additional phonics support programmes e.g Fresh Start
- Reading and spelling support programmes e.g. Accelerated Reader
- Speech and language sessions provided by an external specialist as appropriate
- Daily speech and language sessions planned under the direction of an external specialist as appropriate
- Additional 1:1 THRIVE sessions

5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, multi-sensory approach, use of visual timetable and resources, etc

5.7 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when appropriate.

Some pupils will require bespoke support of 2:1 to meet their SEMH needs when appropriate.

Teaching assistants will support pupils in small groups when appropriate.

We work with the following agencies to provide support for pupils with SEND:

- Indigo
- Acorn PCS
- Alpha Inclusion
- SENSI

This list is not exhaustive and is based on individual needs. Further specific support and training will be secured following identification of presenting needs.

5.8 Expertise and training of staff

Our Headteacher is the SENDCO.

She is a non-teaching Headteacher which gives her time throughout the week to manage SEND provision.



The Headteacher works with an assistant SENDCo as all our pupils have SEND and EHC plans.

5.9 Securing equipment and facilities

We make use of Pupil Premium Plus funding to secure appropriate, identified additional equipment. We also liaise with Norfolk LA, Suffolk LA, Devon & Torbay LA, and Cambridgeshire LA to request additional pupil specific funding as necessary, via the process of reviewing the pupils' EHCP and thus identifying further additional needs.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term using IEPs and termly PEPs
- Reviewing the impact of interventions over a term
- Using pupil voice
- Monitoring by the SENDCO
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.11 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- A whole school commitment to a DDP approach (Dyadic Developmental Practice) adopting the attitude PACE (playfulness, acceptance, curiosity, empathy)
- A Life Skills curriculum that enables pupils to develop skills of Social Understanding and Relationships, Learning and engagement, Communication and Interaction, Emotional understanding and self-awareness, Sensory processing, Healthy living, Interests, routines and processing and Independence and community participation
- An outdoor learning and enrichment curriculum that enables and supports pupils to take risks and build resilience to learning new skills whilst allowing them to experience and engage in a wide variety of different environments and activities
- Access to whole class and 1:1 THRIVE sessions
- Weekly HRSE sessions

The SENDCO also works with staff from Clover Childcare Services, including a clinical psychologist and consultant psychiatrist. She also attends some team meetings for the care home staff in order to discuss emerging needs, appropriate responses and to monitor children's progress.

5.12 Working with other agencies



We welcome other agencies into our setting to support and develop our practice with regard to supporting special educational needs. We commission recognised independent providers for a range of purposes including assessment, advice and support.

5.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher or SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.14 Contact details of support services for parents/carers of pupils with SEN

SENDIASS Special Educational Needs and Disabilities Information Advice & Support Service

01603 704070

5.15 Contact details for raising concerns

Sarah Porter Headteacher headteacher@thestableschool.co.uk 01692 581467

6. Monitoring arrangements

This policy and information report will be reviewed by the proprietors **every year**. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Anti-bullying Policy
- Promoting Positive Behaviour & Relationships Policy
- Equality & Diversity Policy
- Curriculum Policy