



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy reviewed and agreed by: Teaching, Learning and Inclusion Policy
Date: June 2026
Next review: June 2027

1. Vision

At Stoke Row School, we aim for our children to have the brightest futures - each one nurtured individually to be a guiding light with a unique sparkle. We teach one another to live with kindness and respect. We help our children understand that with courage and perseverance, they can excel.

This ethos is at the heart of our approach to supporting pupils with Special Educational Needs and Disabilities (SEND). We believe every child has a voice, a gift and a future worth investing in. Through personalised support, we enable children to thrive - academically, emotionally and socially.

2. Aims of the Policy

- To ensure that all pupils with SEN are identified early and supported effectively.
- To promote high aspirations and achievement for pupils with SEN.
- To involve pupils and families in decision-making and planning.
- To foster an inclusive ethos grounded in Christian compassion and equity.
- To comply fully with the SEND Code of Practice (2015, updated 2024 interim guidance) and Equalities Act (2010), and to align with emerging national SEND Standards and the SEND & AP Improvement Plan (2023-2025).

3. Definition of SEN

A child has SEN if they have a learning difficulty or disability that calls for special educational provision to be made. This may relate to:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

4. Identification and Assessment

Early identification is key. We use a range of tools including teacher observation, formative and summative assessments, and pupil and parent input. We follow a graduated response using the 'Assess-Plan-Do-Review' cycle in line with the SEND Code of Practice.

5. Roles and Responsibilities

- Governing Body: Ensures accountability, oversight and appropriate resourcing for SEN provision.
- Headteacher: Oversees implementation of the SEN Policy and ensures whole-school inclusion.
- SENCo (Special Educational Needs Coordinator): Leads on identification, provision and review of support for pupils with SEN. Liaises with external agencies and reports to parents. From September 2024, all newly appointed SENCOs must complete the *National Professional Qualification (NPQ) for SENCOs* within three years of appointment, in line with the **Special Educational Needs and Disability (Amendment) Regulations 2024**.
- Class Teachers: Deliver high-quality teaching adapted to the needs of all learners.
- Parents and Carers: Are valued partners in decision-making and support planning.

6. Provision and Support

Support is tailored to individual needs and may include:

- Differentiated teaching
- In-class support and small group interventions

- Use of assistive technologies and structured programmes
- Emotional well-being and pastoral support in line with Christian nurturing
- Referrals to outside agencies when needed (e.g. Educational Psychologist, Speech and Language, CAMHS)

We do not discriminate against any child based on their SEN or disabilities.

7. The SEN Register

The school maintains an SEN register which contains details of all children identified as having Special Educational Needs. This is confidential. The register is continually being revised and updated.

8. Pupil Voice and Family Partnership

We encourage pupils to contribute to their own individual education plans (IEPs) and celebrate their strengths. Families are involved at every stage and are invited to collaborate regularly through meetings, informal check-ins and reviews.

9. Monitoring and Evaluation

Provision is reviewed termly through pupil progress meetings, SEN reviews and monitoring of interventions. The SENCo reports annually to Governors on provision outcomes and resource impact.

Monitoring also reflects strengthened accountability expectations introduced through the SEND & AP Improvement Plan, including clearer reporting on inclusion and intervention impact.

10. Transitions

We plan carefully for key transitions - into the school, between year groups and onto secondary education - through close collaboration with families and receiving institutions.

11. Training and Development

Staff receive regular training on inclusive practices, SEN updates and specialist strategies. The SENCo attends local network meetings to ensure practice reflects the latest guidance.

12. Spiritual Inclusion

We recognise that every child is made in the image of God. Pupils with SEN are fully included in all aspects of school life including worship, RE and community activities. We affirm their dignity and celebrate the diversity they bring to our school family.

13. Complaints Procedure

Any concerns regarding SEN provision should initially be addressed to the class teacher or SENCo. Further concerns may be raised with the Headteacher or Governing Body following the school's Complaints Policy.