

Stanborough



Special Educational Needs and Disabilities Policy

Reviewed by: Full Governing Body

Date of Issue: July 2025

Date of next Review: July 2026

**Responsible member
of SLT:** Sharon Humphries

Grow and Succeed

High Expectations | Mutual Respect | Quality Learning | Success for All

Our policy is set within the school's four principles of:

High Expectations Quality Learning Mutual Respect Success for all

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act (2014).
- Health and Social Care Act (2012).
- Equalities Act (2010).
- Mental Capacity Act (2005).
- Children Act (1989 and 2004).

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- Special educational needs and disability code of practice: 0 to 25 years (2015).
- Supporting students at school with medical conditions (2017).
- Keeping children safe in education (2022).

Principles and Aims

Stanborough School welcomes students with special educational needs and/or disabilities. Our aim is to enable all students to participate in the life and work of the school to the best of their abilities, whatever their needs.

Stanborough School places a whole school emphasis on high expectations and on improving outcomes for all students, including those with special educational needs and/or disabilities. Our ethos is that high quality teaching and access to our full and diverse curriculum will allow students to become full and effective members of society so that they will lead happy and fulfilled lives. We value diversity and take action to respond to students' differing learning needs to provide equality of opportunity for all.

We believe that the knowledge, views and experiences of parents/carers and students are vital and encourage the participation of parents/carers and students in decision making. We also aim to support students and their parents/carers to help students achieve the best possible educational and other outcomes, preparing them effectively for adulthood. We inform parents when making special educational provision for a student through letters, meetings, parents' evenings etc.

Stanborough School acknowledges the rights of students with learning difficulties to access mainstream education. The school will normally be able to meet the needs of students who have a learning difficulty or disability and will take steps to ensure their inclusion, unless this affects the efficient education of other students.

Special Educational Needs

The SEND Code of Practice: 0-25 years (2015) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

Areas of special needs

Stanborough School will make provision for students with the following four areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.

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- Sensory and/or physical.

Stanborough School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs and/ or disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We provide for students who have special educational needs and / or disabilities that can be catered for in a mainstream setting where the adaptation of our curriculum, teaching and access is appropriate for the needs of the student and others in the school.

Stanborough School is committed to inclusion. Part of our school's strategic planning for improvement is to develop cultures, policies and practises that are inclusive. We aim to build a sense of community and belonging, and to offer new opportunities to learners who may have additional needs or difficulties.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- learners with special educational needs
- learners who are disabled
- learners who are looked after by the local authority
- any learners who are at risk of disaffection and exclusion
- any learners who are underachieving against their academic potential
- gender groups and LGBTQ+
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who require additional support to learn English as an additional language (EAL)

As a school we value all students' right to equal schooling free from discrimination where students foster good relations with others in the school, regardless of their needs. In addition to our principles which include mutual respect, we run a programme of Life Skills that teaches tolerance and acceptance as well as celebrating differences.

Identification of Special Educational Needs:

The identification of special educational needs is built into the overall tracking and monitoring systems already in place. These include regular monitoring periods, tracking of assessment data, tracking of class data and tracking of student effort. In addition, staff can contact the SENDCo (Special Educational Needs and Disabilities Co-ordinator) with concerns and arrange observations, meetings and work scrutiny to help identify those who may have a special educational need. This may be when a student's progress continues to be less than expected despite high quality and individualised teaching.

The identification of students with special educational needs is also achieved through the use of entry assessments such as CATs scores, LUCID scores, KS2 levels, teacher assessments, reading and spelling ages etc. This is used in addition to the information from feeder schools to identify students who may have an unidentified special educational need. This information is gathered at all entry points (Y7 and mid-year admissions).

A rigorous Y6-7 transition process is in place where the Y7 year leader and the SENDCo work with feeder primary schools to ensure the smooth transition of students with special educational needs and disabilities. This could include:

- Meetings with primary SENDCos and Y6 teachers
- Observations of students in their primary setting
- Meetings with parents, teachers and other professionals

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- Visits to school to meet staff and help the transition in September

When there is a concern that a student may have a special educational need (either from a staff member or parent/carer), interventions may be put in place while assessment takes place to ensure that the student makes good progress. This may include additional support from TAs/HLTAs in the classroom or different access to learning strategies.

When the SENDCo is alerted to a concern they will complete some/all of the following steps to help identify whether or not the student has a special educational need:

- Undertake informal observations
- Speak to teachers, parents / carers and the student
- Complete a work scrutiny
- Analyse entry data and current assessments
- Complete any other appropriate testing depending on the needs of the student
- Utilise the expertise of educational psychologists and other external agencies and professionals

If a special educational need is identified the SENDCo will work with teachers, parents/carers, the student and other appropriate professionals to discuss desired outcomes, expected progress and attainment and the support that is needed, whether this is in school or in addition to what can be offered within our core offer. The views and wishes of the parents/carers and student will be considered.

Whole School Provision

As a school we ensure that the needs of all students are met through:

- High quality teaching
- Personalised teaching that meets the individual needs of students and enables them to access learning
- High expectations of students
- Ambitious targets
- The tracking and monitoring of progress towards goals and targets
- A varied and accessible curriculum
- Access to high quality careers advice
- Specialist support for academic, behavioural, emotional or special educational needs in our Compass base
- The promotion of positive outcomes in all areas of personal and social development, as well as academic development
- Training for staff to improve their understanding of strategies to support all students including those with special educational needs

In addition, some students with special educational needs will need more specialist and specific provision. This may include:

- Support from TAs/HLTAs
- Numeracy support
- Adaptation of the curriculum to suit the needs of the individual
- Small group intervention
- Pastoral Support Officer
- Counselling / student support / ~~Life coach~~
- Family support work
- Lunch time clubs (The Retreat)
- Nurture Support (The Nest)
- Literacy and numeracy teaching with a primary teacher (The Hive)
- Emotional regulation support (Green room/Sensory room/Time out cards)

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The assessment of students with special educational needs and/or disabilities is reviewed regularly through the school's tracking and monitoring systems, as well as by the SENDCo. This ensures that the support and interventions in place are appropriately matched to the needs of the students.

All students who are identified as having a special educational need and/or disability will have a **student passport** which will be available to all relevant staff and respective parents/carers. These profiles will detail key data about the student's ability and needs as well as strengths and key targets and access to learning strategies. These will be reviewed regularly (at least once a year) during 'parent – teacher information evenings' to assess progress and the impact of any interventions. These will be stored on the school's behavioural system.

Students with an Education Health and Care Plan (EHCP) will have a review meeting scheduled annually.

Stanborough School aims to follow the assess/plan/do/review cycle, in other words we will assess any child we feel has additional needs, plan what we will do to address these needs, initiate the plan and then review the plan termly. The results of the last review will dictate what will take place during the next term.

Staffing

The SENDCo, in collaboration with the Headteacher, other key staff, and the Governing Body, play a key role in helping to determine the strategic development of the Special Educational Needs and Disabilities policy and the provision in the school to raise the achievement of students with learning difficulties.

Key responsibilities include:

- To co-ordinate and administer provision for students with special educational needs and/or disabilities throughout the school.
- To manage the Student Support team of teachers and Learning Support Assistants.
- To identify students who may have a special educational need and/or disability and who require additional help, and to arrange additional provision, where necessary, such as literacy and numeracy support, support from TAs/HLTAs and support from outside agencies and professionals.
- To monitor the progress of students with special educational needs and/or disabilities across the school; to identify underperforming students and to devise, together with Curriculum, Subject and Year Leaders, as well as classroom teachers, strategies to support these students.
- To ensure that students with special educational needs and/or disabilities engage in a range of activities alongside their peers without discrimination
- To oversee and maintain comprehensive and accessible records on all students on the special educational needs and disabilities register.
- To liaise with and advise teachers about students with special educational needs and disabilities and to consult with them about students' needs and progress.
- To liaise with parents/carers and students about the special educational provision in place, taking into account their views and concerns and acting accordingly.
- To contribute to the in-service training of staff and keep staff updated on changes to policy and strategies for supporting students with a range of learning difficulties
- To liaise with external agencies including the Local Authority's specialist advisory service and educational psychology services.
- To liaise with feeder primary schools and the Year Leader for Year 7 in order to identify those students with learning difficulties and to ensure a smooth and successful transition for these students.
- To identify and assess students who may have learning difficulties by using information from teachers, parents, students and external agencies, National Curriculum levels and standardised screening or assessment tools.

A team of TAs and HLTAs work in class and out of class to support students with special educational needs and disabilities. They may support students with EHCPs (Education, Health and Care Plans) or those with in school support in lessons or by withdrawing students for part of/all of a lesson in liaison with the class teacher. The team also run a number of support programmes such as the reading and numeracy scheme to support students

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with reading and numeracy difficulties in tutor time. In addition, we have a primary school trained teacher who works with those students who enter Stanborough significantly below age related expectations. We also identify students who would benefit from using a laptop and parents can purchase a laptop through our purchase agreement or supply their own. This is not applicable to students in Years 7 –10 as they are part of the BYOD scheme. We also have a small number of laptops which we can loan to those in Year 11 to use during lessons.

Complaints

Students, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child’s classroom teacher, form tutor and/or SENDCo and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school’s Complaints Procedure is available on request from the school.

Admission Arrangements

See the school's admissions statement.

REFERENCED POLICIES

**School Admissions Statement
Complaints Policy and Procedure**

DOCUMENT CONTROL

Document Control		
Edition	Issued	Changes from previous
1	June 2020	New Policy
2	June 2021	Wording changes
3	July 2022	Minor – date changes.
3	July 2023	No changes
5	July 2024	Date change 2020 to 2015 LSA changed to TA LEA changed to Local Authority Specialist Advisory Service Sentence added to the staffing section.
6	July 2025	Minor changes – Staff member change

End of Policy

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