



# **The Stonebridge School**

## **SEND Information Report**

**September 2025**

*'Learning for Life'*

# SEND Information Report 2025-26

## The Stonebridge 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. The Local Authority has described their Local Offer for children with SEND in Brent schools at [www.brent.gov.uk/localoffer](http://www.brent.gov.uk/localoffer).

We are a fully inclusive mainstream primary school and aim for all pupils to achieve their potential personally, socially, emotionally, and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability, or educational needs).

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 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 pupils' progress is significantly below age-related expectations, despite high-quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made. Once this occurs, we have specific needs-based plans which help support their development and accelerate progress.

Children at The Stonebridge School make good progress. If you would like further information about what we offer here at The Stonebridge School or are considering whether your child should join the school, please contact us directly.

### **SENCo: Mrs Nasreen Iqbal**

Contact: 0208 965 6965 ext 149  
Email: [Niqbal@stonebridge.brent.sch.uk](mailto:Niqbal@stonebridge.brent.sch.uk)

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## **1. How can I let the school know I am concerned about my child's progress in school?**

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you have any concerns regarding your child's progress or well-being, then please arrange an appointment with the school office to speak to either your child's class teacher or Mrs Iqbal (SENCo) to discuss this further.

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

If your child is identified as not making sufficient progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have,
- Plan, implement, and review any additional support your child may receive,
- Discuss with you any possible referrals to outside professionals to support your child's learning.

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## **3. How is extra support allocated to children?**

- The school budget includes money for supporting children with SEND.
- The head teacher and the SENCo discuss all the information they have about SEND in the school, including:
  - The children already receiving extra support
  - The children needing extra support
  - The children identified as not making expected progress
- They decide what resources, training, and support are needed.

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## **4. Who are the other people providing services to children with SEND in this school?**

### **Directly funded by the school:**

- SENCo
- Speech and Language trained HLTA
- ELSA trained LATA
- Educational Psychologist
- Mental Health First Aider

### **Other services used in school:**

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- All Child
- Brent Deaf and Hearing Impaired Service (BDHIS)

- Brent Visual Impairment Service (BVIS)
- Complex Needs Consultant (Physical/medical disabilities)
- Specific Learning Difficulties Consultant (Assessment, advice, and resources for children with literacy or numeracy difficulties including Dyslexia)
- Speech and Language Therapy for children with an Education, Health and Care Plan (EHC Plan) (provided by Health but paid for by the Local Authority)
- School nurse
- Occupational therapy
- Speech and language therapy at School Support level
- Brent Inclusion Support Service
- Kids Network

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## **5. How are the teachers in school helped to work with children with SEND and what training do they have?**

- The SENCo supports the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve teaching and learning, including for children with SEND. This includes whole-school training on SEND issues such as autistic spectrum disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies relevant to the needs of specific children in their class, e.g., from BOAT.

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## **6. What is our approach to teaching children with SEND?**

If a learner is identified as having SEN needs, we provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high-quality, individualised teaching intended to overcome barriers to their learning. This support is documented in the school's whole school Provision Map.

We follow a four-stage process:

- **Assess:** Consider all information from discussions with parents/carers, the child, class teacher, and assessments.
- **Plan:** Identify barriers, intended outcomes, and additional support needed. Record decisions on an SEN Support plan forming the basis for review meetings.
- **Do:** Provide the support as set out in the plan.
- **Review:** 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. High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We also provide the following interventions and work with the outside agencies listed below:

<b>Communication and Interaction</b>	<b>Whole school ethos and practice for all children</b>	<b>Support for pupils with additional needs</b>
Autistic spectrum disorders (ASD)	Structured day, Now and Next teaching, Positive behaviour management strategies, Learning style understood, Differentiation, Rewards and sanctions, Communication with parents	Key teacher or Learning and Teaching Assistant (LATA), 1:1 or small group targeted interventions, ICT and additional resources to reduce barriers, Visual timetable, work stations, noise minimised, Parents involved in learning plan, Advice and input from Brent Outreach Autism Team (BOAT)
Speech language and communication needs (SLCN)	Communication, speaking and listening training. All staff trained in relevant strategies including The Communication Keys	Speech and Language Therapy (SALT) interventions, assessment, reports and programmes provided for class teacher and Learning and Teaching Assistants (LATAs). SALT programmes delivered by trained LATAs. Extended provision through class-based support. Alternative communication widgets and dual coding system. Training opportunities through Brent: Lego therapy groups and social skills groups. Dyslexia support, IT and other initiatives.
Cognition and Learning	Whole school ethos and practice for all children	Pre teaching, Precision teaching, Dualcoding, Hover support. Reduced copying from board Sentence stems Visuals /task planner to support instructions Word banks Task planner Font size 12+ Coloured background on white board Coloured overlays Laptop(If required) Spell checker Use of manipulatives /concrete objects Additional time for reading
Mild to Moderate	Differentiation as standard, Teaching resources are	Curriculum adapted to meet pupils' needs: scaffolded resources, writing

Learning difficulties (MLD), Severe Learning difficulties (SLD)	accessible and appropriate, Multi-sensory approach to learning, Interactive environment and reasonable adjustments made to remove barriers to learning	templates, simplified vocabulary lists, numicon. Targeted intervention programmes to support specific difficulties e.g., foundation number skills and concepts, Social skills groups, Lunchtime supervision. Independent learning specific goals - short steps including pre-teaching and over-learning opportunities. Active engagement monitoring.
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<b>Social Emotional and Mental Health Needs</b>	<b>Whole school ethos and practice</b>	<b>Support for additional needs</b>
Social, emotional and mental health needs (SEMH) including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD)	Identification and assessment in school of SEMH needs, Additional advice and support sought from outside agencies, Adaptations to curriculum, Support to build relationships and engage, Circle time/PSHE curriculum, Positive behaviour policy, Mentoring programmes	Interventions implemented, reviewed and revised. Work with parents to refer and secure support through CAMHS either directly or via GP, Brent Behaviour Support Service, Alternative Education and Inclusion Service. Targeted intervention to promote social skills and emotional resilience. Adaptations to physical environment e.g., headphones, sensory support aids. Monitoring and support in unstructured times e.g., breaks/lunch. Counselling services as needed. Close links with WEST.

<b>Sensory and Physical Needs</b>	<b>Whole school ethos and practice</b>	<b>Support for additional needs</b>
Sensory and physical needs including hearing and visual	Referrals to Brent Hearing Impairment Service (BHIS) or Brent Visual Impairment Service (BVIS) and provision of specialised equipment. Referrals to Brent Paediatric Occupational	Targeted intervention and specialist individual therapy programmes as advised by external agencies and Inclusion Team. LATAs with relevant expertise deliver interventions

impairments, multisensory and/or physical and medical needs	Therapy (OT) or Physiotherapy (PT) Services. Curriculum adapted to meet physical needs wherever possible	such as Sensory Circuits programme, gross and fine motor skills, handwriting groups. Adaptations to physical environment e.g., enhanced contrast displays (visual), noise reduction (sound absorption). Appropriate furniture provided or adapted. Staff consistently use adapted resources and LATAs work closely with teachers to support curriculum access. Accessibility improvements around school. Disabled toileting facilities reviewed.
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## 7. How will we measure the progress of your child in school?

- Progress is monitored against age-related expectations (ARE) by the class teacher.
- Progress is formally tracked termly in reading, writing, and maths.
- End of Year 1 phonics assessment results are compared nationally.
- End of Key Stage 1 (Year 2) teacher assessments are completed.
- End of Key Stage 2 (Year 6) Standard Assessment Tests (SATS) are conducted and results published nationally.
- Children with an EHC Plan have an Individual Support Plan (ISP) reviewed termly with parental and pupil involvement.
- Annual reviews are held for children with EHC Plans involving all adults working with the child.
- The SENCo monitors progress within individual and group work.

## 8. What support do we have for you as a parent of a child with SEND?

- Class teachers are available to discuss your child's progress and share strategies used at home and school.
- The SENCo is available for meetings to discuss progress or concerns.
- Information from outside professionals will be shared with you directly or in reports.
- Individual Support Plans are reviewed with your involvement each term.
- Home/school liaison books may be used to support communication where agreed. Parents are encouraged to support shared goals at home.

## **9. What support is there for my child's overall wellbeing?**

- The class teacher has overall responsibility for the pastoral and social welfare of every child in their class and is the first point of contact for parents.
- For additional support, the class teacher liaises with the SENCo who may involve outside agencies such as Health and Social Care or specialist educational services.
- The school follows a structured PSHE curriculum called Jigsaw, emphasising mindfulness, emotional literacy, resilience, and mental and physical health.

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## **10. 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.

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## **11. 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.

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## **12. How will we support your child when they are leaving this school or moving to another class?**

We recognise 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 SENCo 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 SENCo 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.

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### **13. 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.

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### **14. What support is there for behaviour, avoiding exclusion, and increasing attendance?**

- The school has a positive behaviour approach with a clear reward system followed by all staff and pupils.
- For pupils with behavioural difficulties at risk of exclusion, the Brent Inclusion Team may be involved to write support plans, set targets, and hold review meetings.
- After behaviour incidents, pupils reflect with an adult to understand causes and plan improvements.
- Attendance is monitored daily by the Attendance Officer; lateness and absence are recorded and reported to the head teacher.
- Good attendance is actively encouraged, with a target of at least 96% attendance for every child.

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## **15. How will my child be included in activities outside the classroom including school 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.

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## **16. How are school resources allocated and matched to children's SEND needs?**

- The school ensures all children with SEND have their needs met to the best of the school's ability with available funds.
- Teaching assistants funded from the SEND budget deliver programmes tailored to groups of children's needs.
- The budget is allocated based on need, with children with the highest/complex needs receiving the most support, often involving Learning and Teaching Assistants (LATAs).

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## **17. What specialist services and expertise are available at or accessed by the school?**

- Our SENCo is fully qualified and accredited.
- The school works closely with external agencies relevant to individual needs, including:
  - Educational psychologists
  - Specialist services for hearing impaired (HI), visually impaired (VI), and ASD
  - Inclusion Support Team
  - Health professionals including GPs, school nurses, clinical psychologists, paediatricians, speech and language therapists, physiotherapists, occupational therapists
  - Social Services including locality teams and social workers

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## **18. 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 include:
  - Precision Teaching and Pre-teaching

- Supporting children with Autistic Spectrum Disorder
- Strategies for supporting children with literacy difficulties
- Understanding the social and emotional needs of children with SEND
- Targeted specialist training is provided for teachers and teaching assistants supporting children with specific SEN, such as:
  - Using Assisted Technology
  - Autistic Spectrum Disorder in the Primary Classroom, supported by Brent Autism Outreach Team
- Staff can meet with external professionals such as Speech and Language Therapists for advice and support.

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## **19. What if I need to complain?**

Parents have the following rights of redress if the school, governors, or Local Authority fail in their duty or if parents disagree with decisions or feel there is discriminatory practice:

- The school's complaints procedure
- The disagreement resolution service (for disputes between parents/pupils and the LA or education provider)
- Complaints to OFSTED (about whole SEN provision, not individual cases, after complaints procedure)
- Appeals to the SEND First-Tier Tribunal about EHC assessments/plans or disability discrimination (must follow mediation except for placement naming disputes)
- Complaints to the LA Ombudsman (if unresolved through LA complaints procedure)
- Complaints to the Secretary of State (against schools or LAs)

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## **20. How can I get involved in the school as a parent?**

- Curriculum evenings to inform parents on how to support their children at home
- Coffee mornings for parents with SEN children
- Opportunities for parents to volunteer in various capacities

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**Policy will be reviewed: September 2026**