



THE STOKE POGES SCHOOL

Special Educational Needs (SEN) Information Report, September 2025

Our Vision for SEND

Welcome to the SEN Information Report for 2025, for The Stoke Poges School.

The Stoke Poges School is committed to providing a high quality and challenging education for all its pupils and believes that every pupil is entitled to reach the highest level of personal achievement. We believe that educational inclusion embraces diversity and equal opportunities for all learners, regardless of their age, gender, ethnicity, religion, disability, attainment or background. We ensure that we provide inclusive, broad and balanced educational opportunities in order to meet the differing needs of the pupils attending. We are committed to removing barriers to learning and meeting the needs of individual learners.

The Stoke Poges School recognises the statutory definition of Special Educational Needs:

'A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age' (SEND Code of Practice, 2015)

The School's Approach to Teaching Pupils with SEND

The Stoke Poges School promotes inclusion in all aspects of school life. Risk assessments are carried out and reasonable adjustments are made to enable pupils with SEND to become active participants in the wider school community. This includes participation in extracurricular activities and trips.

Reasonable adjustments are made to the learning environment when required and the curriculum is adapted to meet individual needs. This may include the provision of one-to-one or small group support in the classroom, specific seating arrangements and the use of specialist equipment, if obtainable within budgetary constraints. The school has access to a range of external agencies, which provide individualised programmes and professional advice when appropriate.

The teachers at The Stoke Poges School all focus on 'Quality First Teaching' practices; all children in the class are taught by the teacher, who ensures that effective differentiation and targets are personalised for each child. When children are identified as having SEN, they remain the responsibility of the teacher.

The teacher is responsible for tracking the children's progress which is monitored by the SENDCo. Children with SEND and those requiring additional and/or specific intervention are placed on the school's SEND list. Appropriate provision is planned for the children, delivered through specific targets, individual and small group work or access to programmes devised by external agencies as necessary.

The school refers to and uses the Local Authority's 'Universal Provision' document to guide interventions and support for pupils with SEND. <https://schoolsweb.buckscc.gov.uk/send-and-inclusion/send-support/ordinarily-available-provision/>

The SENDCo and class teacher meet to discuss concerns and plan any necessary interventions. Parents and carers are always informed, and invited to a meeting as part of the planning process. Children identified as having SEND, access additional provision which is mapped and evaluated regularly by the class teacher, SENDCo and other relevant staff. The effectiveness of interventions is evaluated termly and progress is reviewed with school staff, parents and, where appropriate, outside agencies.

Our Stoke Poges Special Educational Needs and Disability (SEND) and Inclusion Policy can be accessed from the school website. The policy can be read in conjunction with: Accessibility Policy and Plan, Equalities, Diversity and Inclusion Policy and Supporting Pupils with Medical Conditions Policy, which can be found on the school website.

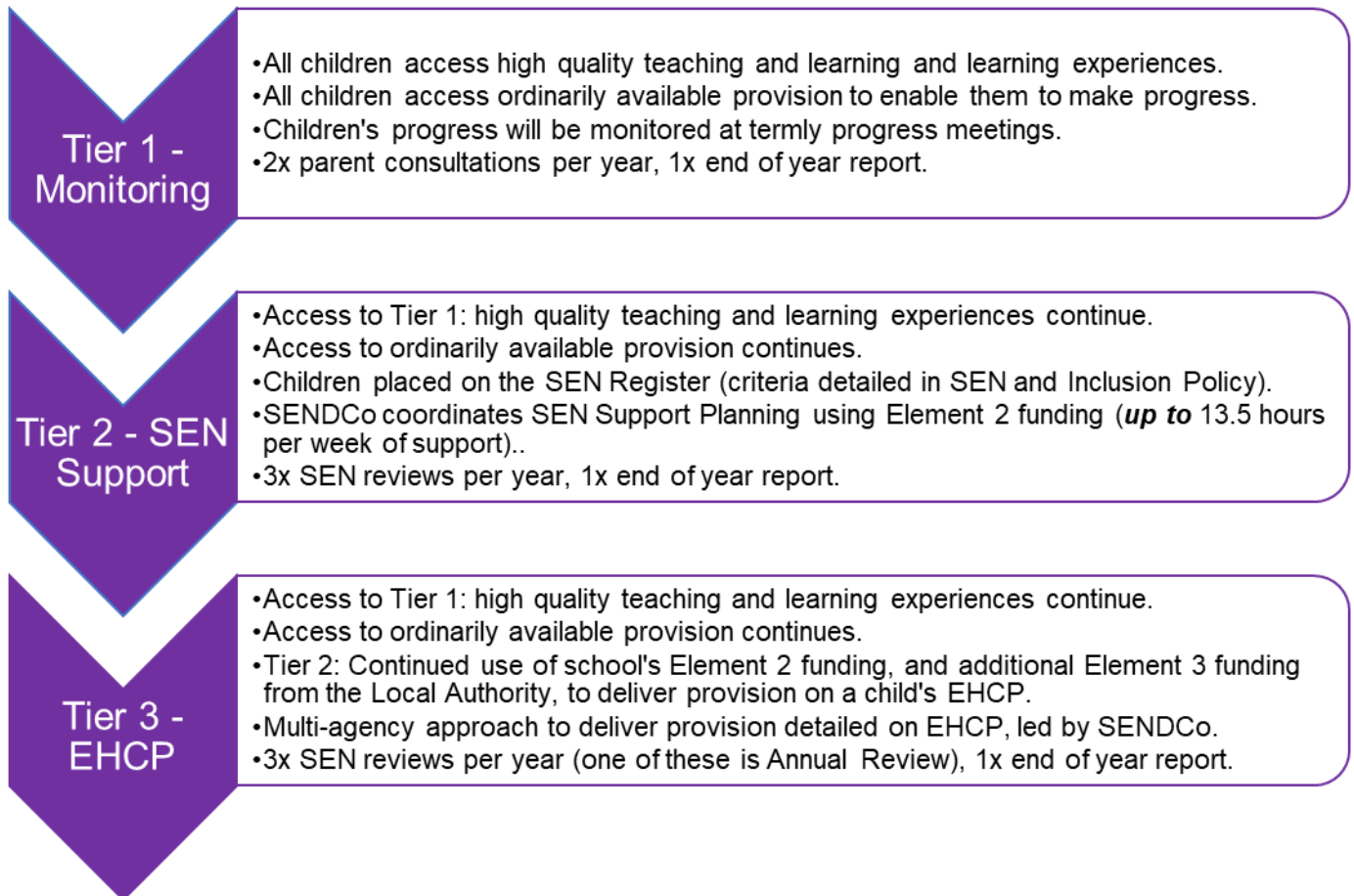
The school has a caring, nurturing ethos, where the emotional and social development of all its pupils is of paramount importance. To ensure this, all children have access to quality PSHE and strong pastoral support

systems. Pupils with social, emotional and mental health needs are supported through various avenues, including:

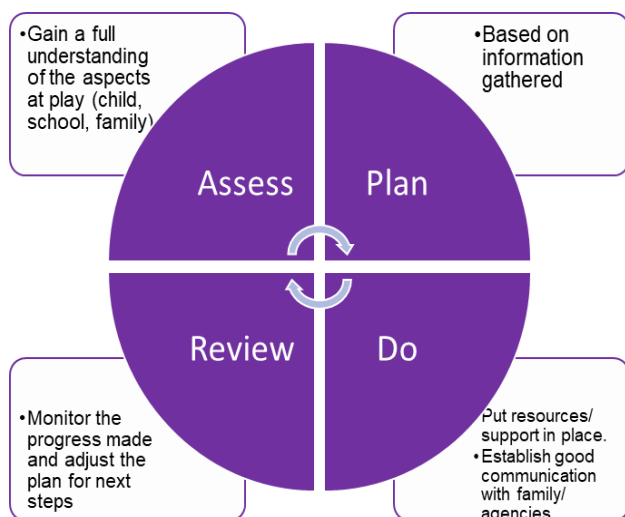
- Circle time
- PSHE lessons
- Being encouraged to share their feelings and concerns with the class teacher or LSA
- Social skills group (when required)
- In a small number of cases, pupils are referred to CAMHS for specialist support
- ELSA – Emotional Literacy Support Assistant

Graduated Approach

At The Stoke Poges School, we use the Buckinghamshire’s Graduated Approach Principles and Process’, when considering escalation of support in response to children’s needs.



We also use the Assess, Plan, Do, Review to plan children’s provision and measure its impact.



At The Stoke Poges School, children are identified as having SEND through a variety of methods including:

- Liaison with feeder schools
- Identification of a child performing below age expectations or not making expected progress relevant to their starting points
- Concerns raised by parents/carers
- Concerns raised by the teacher(s)
- Liaison with external agencies
- Medical diagnosis

Evaluating the Effectiveness of Interventions and Reviewing Pupil Progress

The effectiveness of SEN provision is evaluated and regularly reviewed by the SENDCo, in consultation with the LSA, class teacher, pupil and parents. The tools used to evaluate the impact of each intervention include:

- Formal testing prior to and following the intervention period
- Classroom and/or intervention observations conducted by the SENDCo
- On-going programme records relating to specific provisions
- Review meetings with class teachers and relevant LSAs
- Meetings with parents and pupil
- Feedback from the pupil

The SENDCo and the class teacher monitor the progress of all pupils with SEN and coordinate the provision for each pupil. Assess, Plan, Do, Review plans (APDR) are written in September, December and April detailing the provision agreed, and short-term expected outcomes for each intervention are recorded and reviewed regularly. APDRs may be written more frequently if required. SEN plans and pupil progress is reviewed with the parents and pupil at least three times each academic year.

The Stoke Poges School's Facilities to include Pupils with SEND

Appropriate adjustments are made to accommodate the needs of individual children following guidance from specialists.

The entrance to the front of the school is accessible by wheelchair and it is possible to gain access to the rest of the school by using the platform lift. The only inaccessible rooms are the upstairs classrooms.

A detailed care plan is created for pupils with a physical or sensory impairment to ensure the pupil's safety at all times. This is written in consultation with relevant professionals and the parents. A Personal Emergency Evacuation Plan (PEEP) is also provided when required.

Classes are well resourced for children with additional needs. For example, visual timetables, writing slopes and sensory cushions are all regularly used. We have a wide range of Occupational Therapy resources to support both fine and gross motor skills.

The Stoke Poges School actively supports children's emotional well-being. We have a specialist 'Nurture' room (The Lighthouse) where children can enjoy a wide range of resources. We have an ELSA (Emotional Literacy Support Assistant) who provides targeted 1:1 support for children with social and emotional needs.

SEND children take part in planned transition support programmes in Year 6 prior to moving to Secondary School.

The Stoke Poges School's Accessibility Policy and Plan, Equalities, Diversity and Inclusion Policy and Supporting Pupils with Medical Needs Policy can be accessed from the school website.

The Stoke Poges School's SEND Training

Appropriate Continued Professional Development is provided to staff in order to support the needs of SEND children within our school. Specialist expertise is obtained for the school by engaging professional advice as necessary. Many staff have accessed further or more specific CPD training opportunities relating to supporting pupils with SEND, facilitated by specialist, online training or external training providers.

The Stoke Poges School's Arrangements for consultation

Parents/carers and children are central to the School's SEND processes and procedures. We actively involve parents/carers and pupils at every stage of the learning process. We value the opinions of pupils and their parents/carers and listen and act upon their views when considering SEN provision. We also expect parents/carers to be fully informed about how the school is supporting their child's educational need or disability.

Parents/carers are kept fully informed about their child's targets and progress through:

- Parent consultation meetings with the class teacher and/or SENDCo
- Support plans
- Provision maps
- Reports from outside agencies

Where appropriate, children are involved in their target setting and reviewing their learning with the teacher and/or SENDCo.

The school prides itself on its open relationship with parents/carers and they are able to telephone the SENDCo or make an appointment to see him if required. If a parent of a pupil with SEND has cause for concern, they are advised to contact the class teacher in the first instance. If this is not possible, or the class teacher is unable to resolve the matter, the parent can request an appointment with the SENDCo.

Parents of pupils identified as having a special educational need are invited to attend an Education, Health Care Plan (EHCP) or SEN Support Plan review meeting each term. Statutory reviews of EHC plans are held annually.

A home/school liaison book may be established for pupils in order to provide regular communication between parents and teacher(s)/LSA.

The Stoke Poges School's Partnerships

Following identification of need, appropriate support services are engaged to meet the needs of pupils and their families. The school has strong links with a number of outside agencies and parents benefit from the experience and knowledge of the SENDCo and other members of staff.

The school involves other professional bodies in order to meet the needs of pupils with SEND and their families. These include:

- Buckinghamshire Family Information Service
- Child Protection Service and Safeguarding Team
- Children and Young People's Integrated Therapy Services (CYPIT) e.g. Child and Adult Mental Health Services (CAMHS), Occupational Therapy (OT), Speech and Language Therapy (SaLT)
- Community Paediatrics
- Integrated SEND Service Specialist Teachers
- Pupil Referral Unit
- School Nursing Team
- Social Care
- Young Carers

The Stoke Poges School's contact details for support

Parents are informed of the contact details of any support service or education providers through 1:1 discussion as appropriate.

The Stoke Poges School's Contact Details

Headteacher: Ms Liz Astley
SENDCo: Mr Gerard Geraghty
SEND Governor: Mrs Raj Dhamrait
Email: office@stokepoges.school
School contact number: 01753 643319

Latest Updates to SEN Legislation and Guidance (UK, 2025)

1. Updated SEND Code of Practice (0 to 25 years)

- The statutory guidance remains based on the Children and Families Act 2014, but the latest update was published on 12th September 2024.
- Key additions include mandatory SENCo qualification guidance, clarifications on EHC needs assessments and tribunal appeals, and updated transitional and savings provisions.

2. SEND System Reform (White Paper Expected Autumn 2025)

- The Department of Education (DfE) is preparing a white paper outlining major reforms to the SEND system.
- Focus areas include early intervention, inclusion in mainstream schools, addressing local authority SEND deficits and improving TA training and professional development.

3. Parliamentary Report: Solving the SEND Crisis (September 2025)

- Highlights include a surge in SEN identification, systemic issues such as adversarial processes and underfunding, and recommendations for inclusive education, workforce development and sustainable funding models.

4. Ofsted Framework Reform (February-September)