



THE STOKE POGES SCHOOL

Special Educational Needs (SEN) Information Report, September 2026

This report explains how The Stoke Poges School supports children and young people with Special Educational Needs and Disabilities (SEND). It outlines how we identify and support pupils with additional needs, how we work in partnership with families and how we ensure that all children can participate fully in school life.

This report should be read alongside our:

- SEND Policy
- Accessibility Plan
- Equality, Diversity and Inclusion Policy
- Supporting Children with Medical Conditions Policy
- Behaviour Policy

These documents are available on the school website.

1. Our Vision for Inclusion

At The Stoke Poges School, we believe that inclusion is for everyone. We are committed to creating an environment where every child feels safe, valued, respected and able to succeed. We recognise that children learn in different ways and may require different levels of support at different times in their school journey.

We believe that:

- Every child can achieve
- Every child deserves to belong
- Diversity strengthens our school community
- High expectations should apply to all pupils
- Inclusion is the responsibility of every member of staff
- High-quality teaching is the foundation of success for all learners

Our aim is not simply to help children access school, but to ensure that they thrive academically, socially and emotionally.

We are committed to identifying barriers to learning early and removing them wherever possible through effective teaching, adaptive practice, targeted support and strong partnerships working with families.

2. What types of SEND does the school provide for?

The Stoke Poges School is a fully inclusive mainstream primary school. We support pupils across all four areas of need identified within the SEND Code of Practice.

Communication and Interaction	Including: • Autism Spectrum Condition (ASC) • Speech and Language Needs • Social Communication Difficulties
Cognition and Learning	Including: • Dyslexia • Dyscalculia • Dyspraxia • Moderate Learning Difficulties • Specific Learning Difficulties
Social, Emotional and Mental Health	Including: • Anxiety • Emotional Regulation Difficulties • Attachment Difficulties • Mental Health Needs

Sensory and Physical Needs	Including: • Hearing Impairment • Visual Impairment • Physical Disabilities • Sensory Processing Needs • Medical Conditions
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3. How do we identify special educational needs?

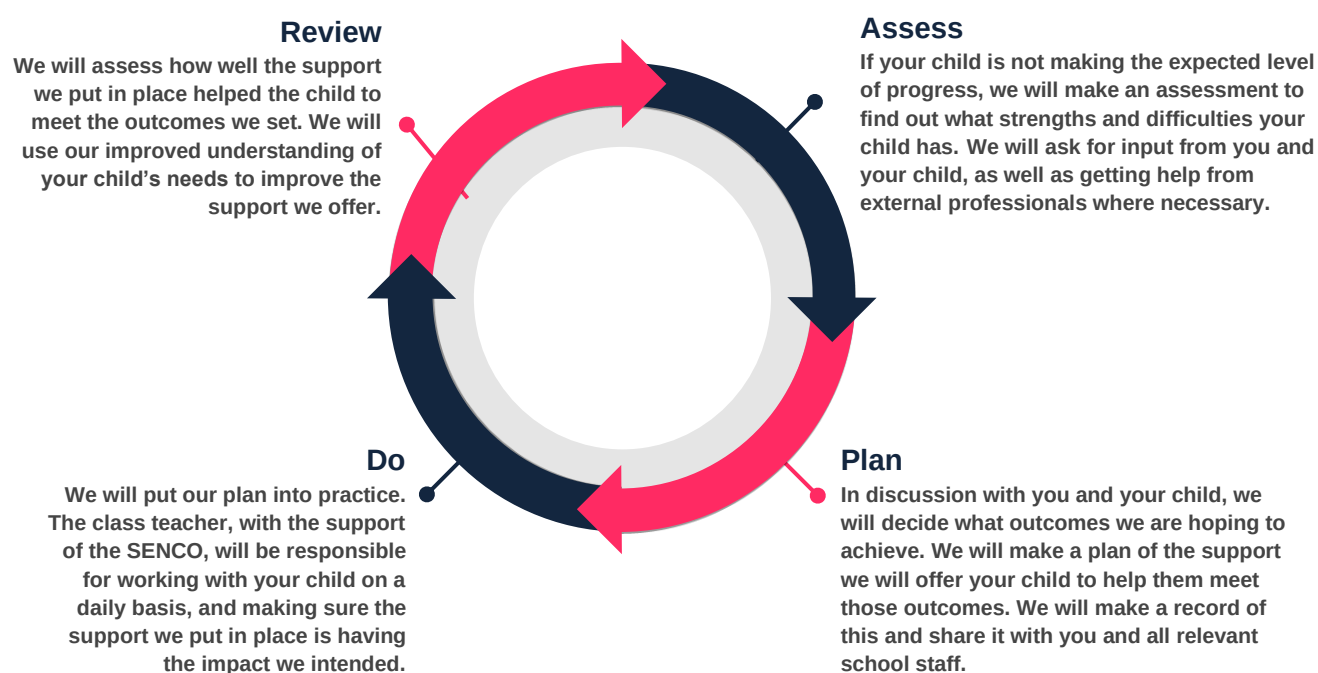
SEND provision at The Stoke Poges School is based on individual need. We build a picture of a pupil's strengths and needs using a range of information, including:

- Concerns raised by parents/carers or by the pupil
- Information from previous or other settings
- Professional reports and assessments
- Termly pupil development meetings
- Regular assessment and tracking of progress
- Classroom and playground observations, work in books and responses in assessments

A pupil making slower progress than expected does not automatically have SEND. Teachers consider barriers to learning and discuss concerns with the SENDCo so that appropriate teaching, reasonable adjustments and support can be planned.

4. What happens when a need is identified?

We will follow the 'graduated approach' 4-part cycle of **assess, plan, do, review**.



This process will be continual. Where progress continues to be a concern despite appropriate SEN support, the school may seek advice from specialist services and, where appropriate, discuss whether an EHC needs assessment should be considered.

5. How will the school adapt its teaching for my child?

Most pupils with SEND have their needs met through SEN support. Buckinghamshire refers to the support mainstream settings should normally be able to provide from their existing resources as Universal Provision.

Our approach begins with high-quality inclusive teaching. Every teacher is responsible for the progress and achievements of every pupil in their class. We believe that the majority of children's needs can be

successfully met through adaptive classroom practice.

This may include:

- Explicit instruction
- Retrieval practice
- Scaffolding learning
- Visual supports
- Flexible grouping
- Vocabulary development
- Additional processing time
- Careful modelling
- Adapted resources
- Reasonable adjustments
- Assistive technology, where appropriate

Consistent support strategies in the classroom include:

Consistent support strategies that a child may benefit from		
Lesson check-ins (all subjects) Letter and number formation models Word mats Visual clues and prompts Sentence stems Sensory e.g. fidget toys	Modelling language Chunking instructions Backward chaining Small group, 1:1 tasks Visual timetable Opportunities for overlearning Knowledge organisers	Differentiated tasks Pre-teaching Multi-sensory activities Good peer role models Worked examples Manipulatives/memory aids

Additional interventions are considered only when they complement high-quality classroom teaching.

6. What targeted or specialist provision might be used?

Provision is matched to assessed need and reviewed for impact. Examples used by the school may include:

- Additional phonics intervention – one-to-one tutoring in RWI (R-Year 4) and fast track phonics (Years 5 and 6)
- 1:1 reading support focused on fluency and comprehension
- Pre-teaching of curriculum content and vocabulary
- Computer literacy and touch typing to support alternative recording methods
- Zones of regulation
- Lego therapy and play therapy, where appropriate
- Speech and language link and Junior link
- Regular times-table fluency practice, including Times Tables Rock Stars
- Fine and gross motor support, including handwriting
- Sensory circuits to support regulation for learning
- Additional individual support in specific subjects, where appropriate
- Number stacks

7. How will the school evaluate whether the support in place is helping my child?

- Pupils on the SEND register, including pupils with an EHC Plan, have provision recorded and reviewed through the Assess-Plan-Do-Review cycle
- Staff delivering interventions monitor engagement and progress within sessions
- The SENDCo, class teachers, support staff, parents/carers, the pupil and relevant professionals contribute to reviews as appropriate
- Termly assessment information and progress towards individual outcomes are considered alongside qualitative evidence such as participation, independence, confidence and access to learning
- Provision is adjusted where it is not having the intended impact

8. How are pupils and parents/carers involved?

Parents/carers know their children well and are important partners in identifying needs, planning support and reviewing progress. Pupils should also be supported to express their views in a way that is appropriate to their age and communication needs.

- Parents/carers can raise concerns with the class teacher and/or SENDCo at any time
- Parents/carers are involved in Support Plan reviews and EHC Plan Annual Reviews where applicable
- Pupils contribute to identifying what helps them learn, their strengths, aspirations and targets
- Pupil views are gathered for reviews and are used to inform strategies and provision
- Where specialist advice is sought, parents/carers are kept informed and involved in next steps

9. What specialist services can the school access?

Where appropriate, the school may seek advice or support from external professionals and services. The services used will depend on the pupil's needs and current local arrangements. These may include:

- Inclusion Specialist Teaching Service
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing
- Mental Health Support Team
- Child and Adolescent Mental Health Services (CAMHS)
- Community Paediatrics
- Family Support
- Local Authority SEND Service
- Pupil Referral Unit / alternative provision services
- Safeguarding and social care services

Advice from external professionals is used to inform classroom strategies, reasonable adjustments, targeted interventions and individual plans. The school may also use local consultation or advice-line arrangements where available.

10. How will you support my child's emotional and social needs?

At Stoke Poges, we recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in several ways, including behavioural difficulties, anxiousness, and being uncommunicative.

We offer additional pastoral care for children with extra emotional and social needs and have an open-door policy. Additional support includes ELSA (Emotional Literacy Support Assistant), anger management sessions, peer mentors, and a social skills group. Some children struggle with friendship groups, and these challenges are addressed as and when they occur. If your child still needs extra support, with your permission, extra support may be accessed through outside agencies such as a CAMHS referral.

11. How will the school support pupils with medical needs?

Where a pupil has an additional medical need, an individual healthcare plan may be prepared with relevant professionals and parents/carers as appropriate. Staff who work with the pupil are made aware of agreed arrangements, and support is reviewed so that it continues to meet need.

12. How will the school support access arrangements for statutory assessment?

Access arrangements are considered in line with the current rules for the relevant statutory assessment. Arrangements must reflect the pupil's normal way of working and the evidence required by the application guidance. Medical or other individual needs will also be considered in accordance with current guidance.

13. Accessibility, inclusion, trips and activities

- The school buildings are accessible for wheelchair users, with ramps where required and an adapted toilet
- Teachers are responsible for all pupils, including pupils with SEND, and adapt teaching so pupils can access the curriculum
- The school promotes inclusion in lessons, extracurricular activities and trips
- Risk assessments and reasonable adjustments are considered so that pupils can participate safely. Where a particular intensive level of support is required, the school will work with parents/carers to

consider safe and appropriate arrangements

The school Accessibility Plan is available on the school website.

14. How are teachers helped to work with children with SEND, and what training do they have?

We invest significantly in staff development.

Training includes:

- Adaptive teaching
- Autism
- ADHD
- Dyslexia
- Speech and language development
- Emotional wellbeing
- Behaviour and regulation
- Medical needs
- Safeguarding

The Curriculum and Learning Lead, Mrs Stephanie Skehan, and our SENDCo support staff continually develop their inclusive practice.

15. Staff training and expertise

The SENDCo is a qualified teacher and has achieved the National Award for SEN Coordination. Mrs Amy Chapman (intervention lead) and Ms Astley (Headteacher) have both achieved the National Professional Qualification for SENCo.

The school supports staff to develop SEND knowledge through whole-school professional development, specialist advice and training linked to individual pupils' needs. Staff who undertake specialist training share relevant learning with colleagues.

Training and advice may include Speech and Language Therapy, Occupational Therapy, Educational Psychology, medical needs and approaches to supporting regulation and behaviour. The school reviews training needs as pupil needs and provision change.

16. How do we support transition?

Move into Reception:

The SENDCo and class teachers will liaise with parents/carers and with feeder nurseries before pupils start. Transition may include home visits, transfer of plans and professional information, a Saturday morning visit for new starters, social story transition booklet sent to all new starters.

If your child is joining us from another school:

Your child will be able to visit our school and stay for a taster session, if this is appropriate. When appropriate, the SENDCo may visit them in their setting. If your child would benefit from a photo book of our school environment and his/ her new class teacher, then one can be made to support their transition.

If your child is moving to another school:

We will contact the SENDCo at your child's new school and ensure he/ she knows about any special arrangements or support that needs to be in place for your child. We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

When moving classes in school:

Information will be passed on to the new class teacher in advance, and in most cases a planning meeting will take place with the new teacher and the SENDCo. Support Plans and EHC Plans will be shared with the new teacher. The SEND file will be handed to the new class teacher with all relevant information relating to children with SEND in his/ her class.

In Year 6:

The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In

most cases, you will be invited to a transition review meeting with the SENDCo from the new school. Your child will participate in focused learning about aspects of transition to support their understanding of the changes ahead. If there are significant anxieties or concerns about the transition, then the programme will begin earlier than that of their peers.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

17. What support is in place for looked-after and previously looked-after children with SEND?

Mr Geraghty is our named teacher. He will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

18. I think my child may have SEND – what should I do?

1. Speak to your child's class teacher about what you have noticed and any concerns
2. The class teacher can discuss concerns with the SENDCo and review your child's progress, strengths, needs and current classroom support
3. The school will agree appropriate next steps with you. This may include adjustments to classroom practice, a period of targeted support, further assessment or specialist advice
4. Support will be reviewed with you. If needs are complex or long term and cannot reasonably be met through SEN Support alone, an EHC needs assessment may be considered

19. Compliments, concerns and complaints

We encourage parents/carers to raise concerns early so that they can be discussed and addressed. Concerns about SEND provision should usually be discussed first with the class teacher and/or SENDCo. If a concern remains unresolved, parents/carers may contact the Headteacher and use the school's complaints procedure. The school's complaint procedure is available on the website.

Bucks SENDIAS provides free, confidential and impartial information, advice and support about SEND for children and young people aged 0–25 and their parents/carers.

To see what support is available to you locally, have a look at <https://familyinfo.buckinghamshire.gov.uk/>

20. The Stoke Poges School's contact details for support

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

21. Buckinghamshire SEND Local Offer and further help

Buckinghamshire's SEND Local Offer brings together information about education, health, social care, services and activities for children and young people with SEND. The Family Information Service can also provide information and signposting.

[Buckinghamshire SEND Local Offer](#)

Family Information Service: 01296 383 293 | familyinfo@buckinghamshire.gov.uk

[Buckinghamshire SEND support in education](#)

[Education, Health and Care Plans and Ordinarily Available Provision](#)