



# storyybrook

## Special Educational Needs and Inclusion Policy





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## **1. Introduction**



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Storyybrook supports primary-aged pupils whose primary barrier to learning is Social, Emotional and Mental Health (SEMH). The school provides a trauma-informed, relational, structured environment for children who cannot access mainstream education. We work within a relational framework based on regulation, connection, repair and reflection.

This policy, and our ethos, reflects a trauma-informed approach to supporting our vulnerable pupils. We do not operate a ‘one size fits all’ approach to supporting pupils’ needs, and recognise that even in a specialist setting, all learners require an individual, holistic and supportive approach to their development.

At Storyybrook, we aim to provide an aspirational, supportive and inclusive environment for all pupils in an environment where our values of belonging, respect, resilience, inclusion, integrity and love are considered throughout.

Our pupils are at the heart of all we do. We are committed to providing high-quality, inclusive education for every child in our setting and we believe that all children should have equal opportunities to access a broad and balanced, integrated SEMH curriculum, in which their love for learning, independence and progress continue to grow.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents which can be found online:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEND and disabilities
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers’ Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Accessibility Plan
- Safeguarding Policy
- Inclusion Policy
- RSE Policy
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document 2014

This policy was created by the school’s Headteacher, Mrs Rachel Burbridge, in liaison with the SENDCO, SEND Governor, and Proprietor. When reviewing the policy, upon the opening of the school, we will proactively seek the views of all staff, parents/ carers, and our pupils, in order to inform policy moving forward.

The Special Educational Needs and Disability (SEND) Policy, and all work carried out in school concerning SEND, reflects the values, philosophy and ethos of Storyybrook.





## 2. Overview and Aims of the policy

At Storybrook, we are committed to ensuring the best quality of education and opportunities for all pupils, staff, parents/ carers and other stakeholders, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of true inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We want all of our pupils and families to see themselves reflected in our curriculum, and work hard to remove barriers to learning so all of our pupils can succeed. This is especially pertinent when working with pupils with SEMH needs who may have experienced challenges and gaps in their education, prior to joining our school. We provide a nurturing, supporting and aspirational environment where barriers to learning are reduced and inclusion is an integral part of everyday school life. We truly believe in all of our pupils and want to ensure they have every opportunity to reach their full potential.

### **Our SEND Policy aims to:**

- set out how Storybrook will support and make provision for pupils with special educational needs and disabilities (SEND)
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND;
- create an environment that meets the special educational needs of each child
- ensure that the special educational needs of children are identified, assessed, planned for, delivered and carefully reviewed to ensure continued rapid progress
- enable all children to have full access to all elements of the school curriculum
- ensure that parents or carers are able to play their part in supporting their child through developing strong relationships with parents
- ensure that the views of parents and children will be sought in relation to wider school approaches and policies and individualised support
- ensure that every teacher is a teacher of SEND and has strong knowledge of SEMH and ACEs, and that they plan, teach and provide support for all pupils in their care
- ensure that every child has equal opportunities and their strengths are recognised and celebrated regularly.

## 3. Defining Special Educational Needs and Disability

The Special Needs and Disability Code of Practice (January 2015) is clear that a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind, generally provided for children of the same age in schools within the area of the local education authority.
- c) are under compulsory school age and fall within the definition of (a) or (b) above or would do so if special educational provision was not made for them





### We would also consider a child to have SEN if:

- their attainment remains well below national expectation despite having had appropriate historical access to quality, differentiated teaching including catch up support if appropriate.
- they have additional needs which mean they are unable to make at least expected progress and/or fully access the curriculum and all aspects of school life, without special educational provision being made for him or her in addition to quality differentiated teaching including catch up support if appropriate.

In summary, children with special educational needs require provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Storyybrook is a specialist SEMH provision where the majority of pupils in attendance will have EHCPs. This means their SEND has been identified and they have statutory and/ or legal documents in place to ensure their needs and provision are being fully met. For those pupils without EHCPs, Individual Education Support Plans will be implemented and actioned, to ensure they have targeted support and intervention to meet their outcomes and make excellent progress from their starting points.

When referring to outcomes, Storyybrook consider:

- Academic outcomes
- SEMH outcomes
- EHCP outcomes
- Engagement
- Attendance
- Independence
- Readiness to learn/ transition

EHCPs are legal documents that set out a child or young person's special educational, health and social needs and how those needs should be met. The SEND Code of Practice sets out guidance on policies and procedures aimed at supporting parents / carers and enabling pupils with SEND to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood. At Storyybrook, we aim to ensure that the necessary provision is made for every pupil.





#### **4. Roles and Responsibilities**

The implementation of the policy is the responsibility of the Governing Board, the Headteacher (Mrs Rachel Burbridge), the Deputy Head/ SENDCo (Mrs Rachel Tetchner) and all teaching staff. It will be monitored by the Headteacher and the Deputy/ Head SENDCo, ensuring all aspects are applied and effectively implemented, throughout our work at Storybrook.

There are a number of stakeholders involved in the development and reviewing of the SEND policy. These are:

##### **Governors**

Governors have statutory duties towards children with special educational needs and disabilities. The governing body must:

- help to raise awareness of SEND issues at governing body meetings
- ensure that the necessary provision is made for any child who has special educational needs and disability
- monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- allocate a SEND governor to work with the Head Teacher and Inclusion Lead/ SENDCo to determine the strategic development of the SEND policy and provision in the school
- ensure that, where the “responsible person” - the Headteacher or the appropriate governor - has been informed by the LA that a child has SEND, those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying and providing for, those children who have special educational needs and disability
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- ensure that a child with SEND, joins in the activities of the school, together with children who do not have special educational needs and disabilities; so far as is reasonably practical and compatible
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child

Our SEND Governor is Louise Sullivan.

##### **The Responsible Person - The Headteacher (Mrs Rachel Burbridge)**

The Headteacher will:

- work with the Deputy Head/ SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEN and/or a disability
- be responsible for the day-to-day management of all aspects of the school’s work including provision for children with special educational needs and disability
- provide a system for the efficient transmission of information to all who are likely to teach/support the child with SEND
- work closely with the Inclusion Lead/ SENDCo to ensure:



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- planned strategies for identifying difficulties
- individual records are kept
- advising the LA that a statutory assessment might be necessary
- make available as appropriate, open records, which detail the implications for classroom organisation, equipment and practice of a child with SEND
- ensure that the LA, proprietor, parents and governing body are informed of any child in respect of whom the provisions of the National Curriculum have temporarily been disapplied or modified
- inform the LA when a child is considered to have SEND that may be beyond the resources of the school
- identify in consultation with Inclusion Lead/ SENDCo and others, the in-service needs of the staff in relation to the special educational provision
- ensure that the arrangements for special educational provision are kept under review and reported to the governors termly to include:
  - number of children identified by the school as having SEND and the action being taken by the school to support their learning as recorded on the Learning Plans (please note: all pupils at Storyybrook will be identified as having SEND, so this will relate to numbers on roll)
  - the number of children receiving additional support from outside the school's resources
  - the number of children with SEND about whom discussions have been held with other agencies
  - the distribution of attainment levels in the core subjects of the National Curriculum at the relevant reporting stage and the arrangements made to support those children at these levels and those with specific difficulties in parts of the curriculum
  - the number of children with attainment targets significantly ahead of the majority of children at the relevant reporting age and the particular arrangements made for them (More Able Children).
  - the deployment of resources allocated significantly for children with an EHCP
  - ensure that such reports and information as requested, are made available to the LA.

### The Special Educational Needs and Disability Co-coordinator (SENDCo) - Mrs Rachel Tetchner

The Inclusion Lead/ SENDCo should:

- work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- oversee the day-to-day operation of the SEND policy and advise on the graduated approach to providing SEND support
- co-ordinate provision for pupils at Storyybrook and advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- advise on management of Teaching Assistants (TAs) and Higher-Level TAs (HLTAs)
- oversee the records of all children with SEND
- liaise with parents of children with special educational needs and disability

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- contribute to the in-service training of staff
- liaise with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

## Class Teachers

Should:

- provide access to all areas of the curriculum
- identify the child's needs, strengths and weaknesses and record appropriately on an Individual Education Support Plan
- match appropriate tasks to the needs of the child
- work closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- offer structure and support
- read known information and act upon it
- keep all staff informed at liaison meetings
- monitor and assess progress
- keep appropriate records and review Individual Education Support Plans at least three times per academic year and work with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- keep parents informed and discuss their child's SEND support plan
- discuss progress and SEND Support plans with the children they teach
- have a robust knowledge and understanding of their pupils' starting points and inform their teaching to ensure these are effectively targeted for the best outcomes

## Parents/Carers

Engaging parental support is also recognised as a key factor in assuring successful progress at school, and the school encourages and greatly values the support parents and carers can give their children in all aspects of their learning. Storybrook is passionate about working collaboratively with parents and strongly believe that the knowledge and understanding they can bring to discussions surrounding support for their child, is invaluable. We aim to ensure a close partnership between school, parent and child is developed as we know that a close positive working partnership is essential in producing the best possible outcomes for each child. This is enabled through regular contact with parents through parents' evenings, discussions with the Deputy Headteacher and SENDCo, curriculum workshops and parenting workshops, alongside planned training sessions with external agencies, where appropriate.

Parents/ carers should:

- act as partners in the education of their children
- share information with the class teacher
- be given the opportunity to liaise with professional agencies
- become involved in the target setting and evaluation process, reviewing plans at least three times annually
- support their child at home with reference to the Individual Education Support Plans.





## **5. Identifying Special Educational Needs and Disabilities**

The SEND Code of Practice 2014 describes 4 broad categories of need as follows;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take to ensure each child has everything they need, but it is not to categorise children or define them as a need. At Storybrook, we seek to identify the needs of pupils by operating a “whole pupil, whole school” approach to the management and provision of support for special educational needs. As noted, the majority of our pupils will join us having already received a range of support, provision and professional involvement; this will be outlined in their EHCPs, should they have one.

Whilst SEMH is the primary need of pupils at Storybrook, as per our admissions policy, we recognise that there are often co-morbidities, meaning that pupils may have a range of needs alongside this.

The following areas are not SEND but may well impact on a child’s progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment duty” for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The Deputy Headteacher and SENDCo will work alongside staff, parents and pupils to ensure identification of SEND and subsequent provision at Storybrook is provided in accordance with the guidance in the SEND Code of Practice, 2014. They will also ensure that all provision outlined in a child’s professional reports, namely their statutory EHCP, will be followed closely and implemented across their school day, to ensure their needs are best met.

## **6. Early Identification of SEND**

Storybrook advocates the early identification of any Special Educational Need wherever possible, to ensure that children receive appropriate support promptly. For children not making at least adequate progress through quality first teaching (QFT) within their specialist class, and/or are working significantly below age related expectations, the school provides targeted support for groups and individuals in order to secure progress for children and





young people, thus enabling them to benefit from whole class teaching and promote social development. These interventions are measurable, time limited and regularly evaluated. For those children still not making adequate progress, personalised longer-term interventions will be put in place, often involving external agencies.

Our teaching and learning at Storybrook is appropriately scaffolded and adapted, to ensure that pupils have the best chance of success, and to ensure strong progress is made across all areas of their development. The curriculum has been designed in an integrated way, to promote excitement, engagement, ambition and progress for all. Quality first teaching at Storybrook will consider adaptations for dysregulation, reducing cognitive load, offering relational pedagogy, explicit scaffolding, and a high-structure, high-flexibility approach.

The SEND Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen in action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and quality first teaching provision.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings, phases and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Children are identified as having SEND through a number of different ways, such as:

- information passed on from previous settings through the CTF (Common Transfer File) or via the SENDCo. This is because all of the children attending Storybrook will have Special Educational Needs that have already been identified at their previous setting. Therefore, the Deputy Headteacher and SENDCo will liaise with the previous setting, professionals involved, and parents/carers so that any of the relevant information and records are passed on and acted upon
- teachers completing an Inclusion Referral form, outlining concerns - please see below for more information
- liaison with external agencies regarding support, assessments or diagnosis, for example, the child's paediatrician
- parental/Carer concerns - process of addressing outlined below

The Deputy Headteacher and SENDCo, along with other members of SLT, will deliver training and in-class support to Teachers and TAs with a focus on effective scaffolding, differentiation, classroom management, behaviour and restorative practices, and classroom environment, as well as the individual needs of our pupils at Storybrook.

## **7. A graduated approach to SEND support**

High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. In order to deliver this effectively, teachers must plan and resource for all pupils bearing in mind their individual needs, respond to pupils' needs and progress within the lesson, and ensure all children in their class can access every aspect





of the curriculum they deliver. Good quality, personalised and specialist teaching is available to all pupils at Storyybrook, and we aim to ensure that the school's performance management programme along with regular classroom observations ensure that teaching standards remain high.

Our aim at Storyybrook is to ensure that we support pupils' regulation and safety, whilst still maintaining high expectations for their learning. Through strong, adaptive teaching, we will reduce, and close, gaps in learning, rebuild our pupils' engagement and confidence in learning, and ensure all pupils access the full curriculum. Our carefully sequenced curriculum will ensure that cognitive load is reduced and that clear links are made in learning, drawing on prior learning to ensure children secure the key skills they require before the end of their time with us. Our curriculum policy outlines further detail on our cognition strategy and our recovery approach to English and maths. We will ensure all lessons delivered by us include:

- regulation and co-regulation focus
- visual scaffolds
- chunked, simple instructions
- flexible pacing

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The Senior Leadership Team, including the Deputy Headteacher and SENDCo, will monitor teaching, planning and provision regularly, and will liaise with parents/ carers about concerns they may have about their child's education or progress.

Pupil progress is carefully monitored at half-termly intervals, and teacher assessment data is analysed by teachers, Subject Leaders and the Senior Leadership Team. The Headteacher and Deputy Headteacher and SENDCo, hold regular Pupil Progress Meetings (PPMs) involving a holistic approach to assessments and progress. The purpose of these meetings is to seek to identify pupils making less than expected progress given their age and individual circumstances. Progress is measured in different ways depending on the area of need for example, our pupils have Social, Emotional, Mental Health (SEMH) needs, therefore, their progress in this area may be assessed and monitored using the Boxall Profile tool (alongside other assessment means). Alternatively, for a child with cognition and learning difficulties, beyond those in-line with their peers, their progress may be measured using Salford or Sandwell testing systems (or similar). This progress is initially sought and monitored by Class Teachers and the Deputy Headteacher and SENDCo, and is then discussed in more detail at the PPMs.

The meetings are conducted with Class Teachers to ensure that expectations for progress and attainment of all pupils at Storyybrook are high, and to ensure all children's individual learning stories are shared and explored. Part of the process may include reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Parents/ carers will be fully involved with any additional support and/ or changes to how their child's support may be implemented.

The National Curriculum is our starting point for planning teaching that meets the specific





needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs through careful planning of their next steps in learning; adaptive teaching is integral to our practice here at Storybrook. Our curriculum is aspirational, accessible and adapted to the needs our learners; more information can be found in our Curriculum Policy on our website.

Despite all of these strong foundations within our specialist setting, it may be harder for some children and young people to make progress than it is for the majority of their peers. A careful and targeted approach to developing potential and raising achievement in identified key areas will be necessary in order to ensure inclusion in learning at school and success in adult life.

The class teacher and Deputy Headteacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Where SEND has been identified, staff will work collaboratively to ensure that:

- they remove all possible barriers to learning
- all stakeholders are made aware of the SEND status
- SEND provision will be put in place
- children are put on the SEND register
- appropriate adaptations are made to provision on either an individual or whole-school level, to ensure the best outcomes for our pupils.

This will take the form of a four-part cycle to SEND support: Assess, Plan, Do, Review.

## **8. The Graduated Approach: Assess, Plan, Do, Review**

Storybrook follows the recommended graduated approach and the four-part cycle of assess, plan, do, review.

**Assess:** A clear analysis of the pupil's need in relation to SEND should be carried out and reviewed regularly. This will include teachers' assessments and experiences of the pupil, their previous progress and attainment, the views of the pupil and their family and additional advice from the SENCO and/or any external agencies. Whilst we are aware our pupils likely have EHCPs, their SEND may change and/ or evolve over time; therefore, it is essential that this stage happens consistently.

**Plan:** Parents/ carers will be formally notified if their child is identified as having any changes to their SEND or if other needs have been identified, alongside those already noted. The SENDCo will have a consultation with the child and their family to agree the interventions and support needed as well as the expected impact on progress and development. This meeting should also identify a clear review date.

**Do:** Class Teachers remain responsible for working directly with these pupils each lesson, alongside allocated Class TAs and HLTAs. Pupils may also access some 1:1 or group intervention, should this be agreed with the school and supporting professionals, if necessary. Specialist staff from external agencies may also be called in to support pupils where the school require additional input.





**Review:** The impact and quality of any interventions and support will be closely monitored to determine the impact they are having on pupil progress. Parents/ carers and pupils (alongside any other relevant, involved stakeholders) will be included in this process.

Class Teachers (and other supporting adults in the class/ who work with the child) will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress, attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers, and national data
- the views and experience of parents
- the pupil's own views
- any wider contexts
- advice from external support services, if relevant

Individual Education Support Plans will be drawn up detailing desired outcomes and support. The plan will be reviewed termly and is an opportunity for all stakeholders to check progress, monitor the available support, and amend the plan if necessary. These will be used in addition to the pupil's EHCP, should they have one, and will outline shorter-term targets and provision, where appropriate.

All teachers and support staff who work with the pupil will be made aware of our pupils' needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress; please note: review times may vary depending on individual pupils and their needs. These will happen at least once per term but may be more regular where a child needs further input.

### **9. Types of support and provision for pupils with SEND**

Storybrook will continually review our additional support with regards to the needs of our children and effectiveness of various interventions. As a specialist provision, we offer the following to all pupils admitted to our school:

- Small class sizes (of approximately 9 pupils)
- Higher staffing ratios (of approximately 1:3)
- An adapted, integrated curriculum, tailored to the needs of our pupils
- Additional education on personal, social and emotional development
- Daily regulation support
- A range of sensory resources/ diets/ access to spaces, where appropriate
- A secure, specialist environment with reduced sensory and cognitive overload
- A flexible approach to teaching styles, in line with what our pupils require

Please see appendix A for further details regarding specific interventions we may offer.





## 10. Specified Individual Support - Education Health Care Plans (EHCPs)

Whilst all children at Storyybrook will receive Individual Education Support Plans outlining the provision and support in place, the majority of our children may require further support. In most instances in our setting, this is in the form of an Education Health Care Plan (EHCP). This means your child will have been identified by their previous school staff/ professionals/ the LA SEN Team, as needing a particularly high level of need which requires provision above and beyond what is ordinarily available in mainstream. In order to receive an EHCP, your child's needs will usually be considered as severe and/ or complex by the Local Authority.

For children with an EHCP, and some without, specialist support will be offered in school from a professional outside the school. This may be from, but is not restricted to:

- Sensory Consortium (for children with a hearing or visual need)
- Speech and Language Therapy (SALT) Service.
- Support for Learning- Literacy, Maths and motor skills
- Autism Support Service Centre (ASSC)
- Behaviour Support Team (BST)
- Occupational Therapist
- Educational Psychologist
- Play Therapist

Whilst the majority of Storyybrook's pupils will already have EHCPs when joining us, in exceptional circumstances, some may not. Therefore, there may be consideration to apply for one. Both parents/ carers and schools can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. School will never complete an EHCP application without full communication and support from parents. It is important to note that the law states:

If a local authority ("LA") is requested to carry out an EHC needs assessment by a parent, young person, school or college, they must consider:

- whether the child or young person **has or may have** special educational needs ("SEN"); and
- whether they **may** need special educational provision to be made through an EHC plan. If the answer to both of these questions is yes, they **must** carry out an EHC needs assessment.

For more information around the law and EHCPs/ EHC needs assessment, please visit the Government website:

<https://www.legislation.gov.uk/ukpga/2014/6/section/36/enacted?view=plain>.

If the Local Authority do not deem an EHCP as necessary, they will ask the school to continue with SEND support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. As Storyybrook is a specialist setting, it is likely that we will require a higher level of support for your child; therefore, their place may not be secure long-term, should they require an EHCP and not have access to one. Please see our admissions and attendance policy for further detail.





## **11. EHCPs/ Annual Reviews:**

The progress of children with an EHCP is formally revised at an Annual Review with all adults involved with the child's education, alongside the pupil themselves, where possible. All paperwork is collated and shared with parents and the Local Authority.

### **The aims of an Annual Review are:**

- to gather views of pupil, parents / carers and relevant professionals to assess the child's progress towards meeting the objectives specified and to collate and record information that the school and others can use in planning their support for the child.
- review the special provision made. Provide a profile of the pupil's current levels of achievement in Core subjects, Life Skills and a Summary of Progress achieved in other areas of the curriculum. Where a Statement / EHCP involves a modification of the National Curriculum, it should indicate what special arrangements have been made for the child.
- establish places taken up by a pupil in terms of level of support needed to remove barriers to learning
- to review the Statement / EHCP annually and assess the progress of targets in the IPP set at the previous review.
- to consider whether or not it is appropriate to continue the Statement / EHCP in view of the child's progress/performance during the year and to consider if any additional needs have become apparent in that time, 6. Decide whether the Statement / EHCP is to be maintained and if agreed to set new targets for the coming year

Storybrook are passionate about working closely with our pupils and our families and therefore encourage ongoing communicating regarding our pupils, throughout the year, between these formal review periods.

### **Timelines for Annual Reviews**

As noted, these meetings are usually held annually, as close to the date of the finalised EHCP or previous review meeting as possible. Information and paperwork are collated, including parent/ carer views, child views, examples of work, school records and reports, and any additional information from other professionals working with the child.

Documentation will be circulated to key stakeholders, including parents/ carers and the Local Authority, at least two weeks prior to the review date, in order for all parties to have a full understanding of the content.

Following the Annual Review, any information or communication discussed in the meeting will be recorded and final documentation collated to send to all stakeholders. The SEN Team at the Local Authority will then review this information and decide next steps.

## **12. Supporting pupils at school with medication conditions**

Storybrook recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.





Storybrook pupils with medical conditions will also have special educational needs (SEND) and will likely have Education, Health and Care Plans (EHCPs) which brings together health and social care needs, as well as their special educational provision ensuring the SEND Code of Practice (2014) is followed.

As per our admissions policy, found on our website, due to the high-level SEMH needs of the pupils we admit, Storybrook may not be able to accept pupils with complex and/ or profound medical needs, if they are unable to be effectively and safely supported in our setting. However, we will always aim to ensure we consider needs carefully so that pupils, despite their medical needs, will have the best opportunity to access education within our setting.

Pupils with medical conditions are supported through a personal care plan, developed with parents and where necessary professional advice, which details management of their condition. The school's policy for supporting pupils with medical conditions has been developed to take into account recent guidance published by the DfE (September 2014). For more detail, please refer to our Medicines in School policy on our website.

### **13. Supporting pupils' accessibility**

At Storybrook, we welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together - our pupils, staff, governors and parents/carers.

Therefore:

- all classrooms on the ground floor are accessible to children with a physical disability via ramps
- we ensure that equipment used is accessible to all children
- all extra-curricular activities are accessible to all children including those with medical needs, should they be admitted to the school
- the school site has ramps for accessibility to enter the building and is level across classroom door thresholds
- the school provides one disabled toilet for wheelchair access.

### **14. Facilities and access**

At Storybrook, all areas of the school are able to be accessed via wheelchair. The school also has one disabled toilet and one disabled parking space (with a number of other car parking spaces easily accessible to all). Our school are continually investing in new equipment in order to meet the needs of our pupils with additional needs such as wobble cushions, writing slopes, coloured overlays and laptops. We always work with parents to enable every child to have full access to all areas of school life by making all reasonable adaptations as necessary.





For more information, please refer to our Equality and Accessibility Policy on our school website.

### **15. Training and Resources**

Storybrook is an independent specialist school which has been set up to specifically meet the needs of learners with SEMH and related needs. Therefore, we are fully resourced in all areas of the school, considering academic, sensory, regulation and communication resources, alongside others relevant to our pupil cohort.

The school receives a set amount of funding per pupil in attendance, and this is used to support the child's learning and development, ensuring all provision in their EHCPs is implemented consistently. Some pupils EHCPs may provide additional funding, where agreed and appropriate, for further provision and/ or resources.

Training needs of staff are identified and planned for through the school's performance management system or when planning provision for our pupils. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Storybrook has a staff training and professional development plan in place to ensure all staff are best placed to support our vulnerable learners. This may be adapted once our new cohort join, depending on their needs.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Headteacher and Deputy Headteacher and SENDCo to explain the systems and structures in place around the school's SEND/ EHCP provision and practice and to discuss the needs of individual pupils.

While all teachers engage in regular CPD on meeting the needs of all children including those with SEND, there are key members of staff throughout the school able to support and advise all staff and parents on how best to meet the needs of specific children or groups of children. Staff work closely together to upskill one another and to provide the best education for our students at Storybrook. Information on these key staff will be shared in due course.

The Deputy Headteacher and SENDCo attends regular training and meetings in order to keep up to date with local and national updates in SEND, and is a member of NASEN (National Association for SEN), alongside the Headteacher, Mrs Rachel Burbridge; both members of SLT are qualified and experienced in supporting pupils with SEND and those who have EHCPs.

### **16. Professionals providing services to children at Storybrook**

At Storybrook, we consider every child's needs and look at the best way of meeting them, while ensuring the child is included in the whole-class teaching as much as possible. We have looked at the specialists within our own highly trained staff and deploy staff accordingly. Alongside our school support, we will have access to additional services for our pupils, where appropriate. This may include:

- CAMHS
- Educational Psychologists
- Speech and Language Therapists

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- Occupational Therapists
- Community Paediatrician
- Specialist Teaching Services
- Behaviour Support Services
- Children's Social Care
- Early Help
- Education Welfare
- Alternative Provision (AP)
- Youth Mentoring Services

Storybrook may seek additional input from our pupils' Local Authorities, through the Annual Review or panel process, to help in seeking and funding this support, where appropriate.

### **17. Files/ documentation**

The Deputy Headteacher and SENDCo has individual pupil folders with information/ paperwork for each child admitted to Storybrook. All new reports, plans or letters are stored in these. These are kept in a locked cabinet and are only to be accessed by key staff member i.e., SLT; however, information regarding provision and/ or recommendations from other professionals will be shared with appropriate staff members to ensure pupils are fully supported and that their needs are well-understood.

Each Class Teacher will have an Additional Educational Needs and Disability (AEND) file which details pupils' routines and procedures and has copies of key documents such as: EHCPs, Individual Education Support Plans, Health Care Plans, Educational Psychologist Reports and recommendations etc. These are accessible for all staff working with the child(ren) with SEND but are locked away, in line with GDPR legislation.

The Deputy Headteacher and SENDCo will ensure that Class Teachers have copies of updated reports and that their files are up-to-date. Each half term, Class Teachers will meet with the Deputy Headteacher and SENDCo to cross reference their AEND and SEND folders to ensure all paperwork and plans are shared and understood fully.

If parents would like to see their child's AEND or SEND file at any point, they should liaise with the Class Teacher or Deputy Headteacher and SENDCo who can look through this with them and share any requested documentation.

All files are stored securely in locked cupboards or password protected, to ensure we are GDPR compliant. Files can only be accessed by the Deputy Headteacher and Inclusion, Senior Leadership Team or, where appropriate, Class Teachers.

### **18. Complaints Procedure**

If you have concerns about your child's progress or provision, you should speak to your child's Class Teacher in the first instance. If you have further questions or concerns, please arrange a meeting with our Deputy Headteacher and SENDCo, Mrs Rachel Tetchner, via the office or [Deputy.storybrook@storyy.group](mailto:Deputy.storybrook@storyy.group).





If, following this support, you feel that your concerns have not been fully addressed, you will be able to arrange a meeting with the Headteacher, Mrs Rachel Burbridge, or alternatively our SEND Governor Louise Sullivan.

Any parents/ carers that have raised a concern or complaint regarding their child's SEND who still have concerns around their provision or needs, may want to contact their Local Authority's SEN Team who can work with them and the school to resolve the issue.

### **19. Monitoring and evaluating the effectiveness of SEND provision**

Our SEND Information Report will provide an annual account of the implementation of this policy, detailing how we have identified and supported pupils with SEN and disabilities.

Pupils with SEN and disabilities and their parents will be involved in the process by being invited to review consultation and providing feedback to the school regarding SEND provision. Others involved in the process will include the SEND Governor, school staff (Teachers, Teaching Assistants & the Senior Leadership Team) and the Local Authority.

We will evaluate the success of our policy through assessing our pupils' progress and attainment, acquiring feedback from all stakeholders, analysing data over time to measure the impact of support and adapting where necessary, and through regular monitoring of quality first teaching. As we are a specialist setting, this data will include a holistic picture of pupils' progress and development.

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their goals each term via the Individual Education Support Plan
- reviewing children's progress towards their EHCP targets and the short-term targets linked to this
- reviewing the impact of interventions after each half term by assessing pupil progress
- using pupil questionnaires/ seeking pupil voice
- analysing behaviour logs and data
- monitoring by the SENDCo through book looks, staff and pupil discussions, lesson observations etc
- assessing individual and group impact of interventions
- holding annual reviews for pupils with EHC plans
- ongoing staff training and development

In line with NASEN recommendations, this policy will be reviewed annually with input from Governors, school staff and families at Storybrook.

This policy will be reviewed by the Headteacher and Deputy Headteacher and SENDCo in April 2027 (or before) with the support/ input of: Governors, school staff, parents and pupils.

### **20. Transition**

Transition planning ensures that pupils joining Storybrook experience a safe, supported, and well-structured introduction to the school; this is particularly important for pupils with SEND

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and SEMH needs. Transitions are designed to reduce anxiety, build trust, and establish predictable routines from the outset. The process is tailored to each child's needs and informed by the information gathered during the admissions process.

Transitions are guided by the following principles:

- **Predictability** - providing clear routines, expectations, and structure
- **Relational safety** - ensuring the child builds trust with key adults
- **Gradual exposure** - allowing the child to experience the environment in manageable steps
- **Consistency** - maintaining stable staffing and communication
- **Collaboration** - working closely with families, professionals, and previous settings

These principles help pupils feel secure and ready to engage with learning.

Depending on the child's needs, transition planning may involve:

- a **pre-admission visit** for the child and family
- a **tour of the school** with opportunities to meet key staff
- a **transition booklet** with photos and simple explanations
- **short, supported visits** to the classroom
- a **phased start**, gradually increasing time in school
- meetings with previous settings to share strategies and insights
- a **key adult introduction**, ensuring relational continuity
- opportunities for the child to explore the environment at their own pace

These activities are adapted to ensure the child feels safe and supported.

A placement may not proceed if:

- The child is unable to safely access the site even with a phased transition
- The level of dysregulation during visits indicates **significant risk**
- The child cannot tolerate shared spaces or proximity to peers
- The transition process reveals needs beyond the school's capacity
- Multi-agency professionals advise that the environment is unsuitable

In such cases, the school will work with the Local Authority to identify a more appropriate provision.

Please refer to the school's admissions policy for further detail.

## **21. Safeguarding for pupils with SEND**

Storybrook is aware that children with SEND are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. At Storybrook, we are committed to anti-discriminatory practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers or protected characteristics they may have.

We recognise that some pupils, particularly those with SEND, SEMH needs, or involvement with





social care, may be more vulnerable. Therefore, we consider the safeguarding of all pupils, in everything we do. Part of this is identifying patterns in learning and social behaviour, emotional regulation, and school engagement, when supporting our pupils.

All safeguarding decisions are made in the best interests of the child.





## Appendix A: SEND interventions/ provision

Within the classroom:

- Use of additional equipment to enable access such as blocks, number lines and word mats, larger fonts, coloured overlays, visualisers, wobble cushions, ear defenders sloping writing desktops, pencil grips, writing frames etc.
- Highly differentiated and at times individualised classroom experiences, including planning, teaching delivery and activity/ recording of work.
- Use of specific language and questioning aimed at developing individual children’s understanding and meeting personal targets.
- Peer and adult support.
- Use of visuals and gestures to support simple instructions or language
- Retrieval practice
- Quiet, distraction-free spaces around the classroom and school, where possible.
- PECS and Widgit used to support communication
- Individual timetables and visuals
- Regulation resources and visuals
- Small class numbers
- 1:3 staffing ratios

Out of class:

Intervention offers: This is subject to change	
Cognition and Learning	<ul style="list-style-type: none"> <li>• Pre-teaching</li> <li>• Precision Teaching - Maths and English</li> <li>• Colourful semantics Read, Write Inc phonics intervention</li> </ul>
Sensory and physical	<ul style="list-style-type: none"> <li>• Sensory circuits</li> <li>• Fine motor skills Guided handwriting Touch typing</li> <li>• 1.1 Occupational Therapy</li> </ul>
SEMH	<ul style="list-style-type: none"> <li>• Lego Therapy</li> <li>• ELSA</li> <li>• Drawing and Talking Therapy</li> <li>• Social Skills (also supports with SLCN) Play therapy</li> <li>• Canine Assisted Learning</li> </ul>
Speech, language, communication	<ul style="list-style-type: none"> <li>• Speech and language (1.1/ small group)</li> <li>• Communication and language</li> <li>• Social Skills (also support with SEMH)</li> <li>• Colourful semantics (also supports with cognition and learning)</li> </ul>
EAL	<ul style="list-style-type: none"> <li>• 1:1 EAL support</li> <li>• Small group EAL Support</li> </ul>

