



The Stables Independent School

SEND Policy and Information Report

This policy was reviewed and approved by the Proprietors in Spring term 2026.

It will be reviewed annually and approved by the Proprietors.



Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Definitions.....	2
4. Roles and responsibilities	3
5. SEND information report.....	4
6. Monitoring arrangements.....	7
7. Links with other policies and documents.....	8

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

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 SEN 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

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.



4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is **Gary Spackman (Deputy Headteacher)**

The Assistant SENDCo is **Sue O'Malley**

They will:

- Work with the deputy head and proprietors to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- Work with the proprietors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The Headteacher

The Headteacher will:

- Work with the proprietors 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

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working 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



- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

The kinds of special educational needs for which provision is made at the school

We are a small specialist setting providing support for children with social, emotional and mental health needs, particularly issues around trauma and attachment. We take pupils between the ages of 6 and 14 years old, (Year 2 to Year 9). We are registered to take 22 pupils, many of whom come the residential homes attached to the school but also including several day pupils in local authority care.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Additionally, we provide for we provide additional support around a comorbidity of needs including:

- ◊ Communication and interaction, for example, autistic spectrum condition (ASC), speech and language difficulties
- ◊ Cognition and learning, for example, dyslexia, dyspraxia
- ◊ Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- ◊ Moderate/severe/profound and multiple learning difficulties

Information about the school's policies for the identification and assessment of pupils with special educational needs

All our pupils have an EHCP (Education, Health and Care Plan) in place. These will have been secured prior to starting with us. However, we constantly are observing and monitoring our pupils so that we can acknowledge and address new and emerging needs.

We use the "Assess, Plan, Do and Review Model" as outlined by the SEND Code of Practice 2015.

We 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 and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It could also draw on, where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents or carers, the pupil's own views and, if relevant, advice from external support services.

From the information gathered during assessment, we plan for areas that need developing, put those plans into action and then review and adapt as necessary.



<https://www.thestableschool.co.uk/wp-content/uploads/2024/11/The-Stables-Admissions-Policy-final-Aut-2024-.pdf>

Information about the school policies for making provision for pupils with special educational needs:

- How the school evaluates effectiveness of its provision

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

- ◊ Reviewing pupils' individual progress towards their targets each term using termly PEPs
- ◊ Reviewing the impact of interventions over a term
- ◊ Using pupil voice
- ◊ Monitoring by the SENDCO
- ◊ Holding annual reviews for pupils with statements of SEND or EHC plans
- ◊ Staff voice
- ◊ Reviewing progress via Thrive/Earwig and other assessment tools

- Arrangements for assessing and reviewing the progress of pupils

Assessment is a process which provides information on individual pupil experience, and achievement and identifies what the pupil knows, understands and can do. Students are assessed using a variety of tools. This information is used to inform annual EHCP reviews, termly PEPs (Personal Educational Plans) and biannual LACR (Looked After Children Reviews) and any targets agreed where areas for development have been identified.

Models of Assessment Used:

- ◊ Baseline assessment appropriate to developmental stage of the pupil
- ◊ Teacher assessment – this is ongoing and is used to make judgements on attainment against national standards. Teacher assessments in all subjects are completed regularly on Earwig to track pupil progress.



- ◊ End of unit assessments in Maths. These are completed at the end of the subsequent unit completed, in order to assess for retention.
- ◊ Phonics assessments. These are completed termly for those pupils who are accessing phonics teaching.
- ◊ Pupil work in books
- ◊ Helen Arkell Spelling
- ◊ Burt Reading for decoding words
- ◊ Accelerated Reader for reading comprehension
- ◊ WRAT5 Maths
- ◊ Sandwell Numeracy
- ◊ British Vocabulary Picture Scale BPVS
- ◊ Thrive to assess social, emotional and mental health.
- ◊ Strength and Difficulties Questionnaires to assess mental health
- ◊ TITAN Framework for life skills

Termly progress against personalised targets are reviewed and targets are either refined or replaced depending on levels of attainment.

- [The-Stables-Assessment-Recording-and-Reporting-Policy-final-Aut-25.pdf](#)
- [Support for mental health and wellbeing in schools | The Thrive Approach](#)
- [TITAN+ - Norfolk County Council](#)

- The school's approach to teaching pupils

Throughout our curriculum we provide:

- ◊ cross-curricular links where they are meaningful
- ◊ resources that are inspiring and motivating and ensure that all pupils learn and progress
- ◊ the tools and inspiration to enable every child to become a reader
- ◊ relevant and rich first-hand experiences including visits and visitors
- ◊ an appropriate level of challenge for pupils, no matter what their starting point
- ◊ opportunities for deep thinking and debate
- ◊ regular opportunities for parents and carers to be involved in their children's learning
- ◊ spiritual, moral, social and cultural development through the curriculum

At The Stables Independent School, we believe that extending the curriculum beyond the National Curriculum requirements helps to enhance and further develop our pupils. With this in mind, the pupils have access to a wide range of lessons and experiences that they would not necessarily experience within a mainstream setting. These activities and lessons are in place to assist in the development of the pupils' life skills and personal development. Our PE curriculum focuses mainly on fitness skills and individual activities until pupils have acquired the skills needed in order to develop team sports and activities. Examples of activities that the pupils could be able to take part in include:



- ◊ Bushcraft
- ◊ Climbing wall
- ◊ Walking
- ◊ Swimming
- ◊ Surfing/paddle boarding
- ◊ Athletics
- ◊ Tennis
- ◊ Sailing
- ◊ Net and wall games
- ◊ Outdoor and Adventurous activities
- ◊ Fitness and Circuit training

[The-Stables-Curriculum-Policy-final-Spring-26.pdf](#)

- How the school adapts the curriculum and learning environment

Our school offers a personalised curriculum for all pupils that considers their individual SEN. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. The environment is adapted to the needs of pupils as required. e.g. necessary changes made to classroom environments to support Dyslexic profile, use of visual timetables etc. Our school uses a range of communication methods to ensure information is accessible. This includes large print resources; pictorial or symbolic representations e.g. visual timetables; access to laptop computers or tablets.

We make the following adaptations to ensure all pupils' needs are met:

- ◊ Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- ◊ Adapting our resources and staffing
- ◊ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- ◊ Differentiating our teaching, for example, giving longer processing times, multi-sensory approach, use of visual timetable and resources, etc

[The-Stables-Accessibility-Policy-and-Plan-final-Sum-2025-.pdf](#)

- Additional support for learning that is available

The Stables aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The Stables is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we regularly look at ways to improve accessibility through data collection, questionnaires and parental discussions.



- ◊ High adult ratios
- ◊ Small classes
- ◊ 1:1 support
- ◊ Adapted tasks and materials
- ◊ Sensory breaks
- ◊ Bespoke timetables
- ◊ Individualised interventions
- ◊ Sensory circuits
- ◊ Wobble stools and cushions
- ◊ Writing slopes
- ◊ Ear defenders
- ◊ Adapted writing equipment
- ◊ Overlays
- ◊ Lego therapy
- ◊ PAT dog
- ◊ Talk tins
- ◊ Reading pens
- ◊ Break out spaces
- ◊ Crunch tubs
- ◊ Seating plans
- ◊ Visual timetables
- ◊ Now and later boards

- How the school enables pupils to engage in the activities of the school

Subjects are mainly taught using a thematic approach. Whole school themes are set which run through lower, middle and upper school. The themes span the core subjects, English, Science, History, Geography, Art and DT. These themes are adapted and integrated where appropriate across all subjects to ensure pupils have an understanding and appreciation of the wider context of subject knowledge and the application of key learning skills. Other subjects such as Mathematics, RE, PHSE follow their own schemes of work. Each lesson has a clear subject learning focus which identifies the expectations for pupils to achieve. It is clear that where reading, writing and mathematical skills are being applied, the expectation for high standards commensurate with their ability in those subjects is the same.

Our lessons are planned to:

- ◊ Place the development of pupils' literacy at the heart of all learning
- ◊ Be broad enough to allow for a range of curriculum subjects to be explored in sufficient depth across the school
- ◊ Be explored at an appropriate depth and level of challenge
- ◊ Enthuse staff and pupils
- ◊ Allow for exciting 'WOW' events to take place to capture pupils' imagination
- ◊ Allow for constant reinforcement of pupils' spiritual, moral, social and cultural development



- ◊ Be accessible to all pupils of all abilities including those with SEN and EAL.
- Support that is available for improving the emotional, mental and social development of pupils

We are a trauma informed school and thus approach our relationships with the pupils with an understanding that many of our young people will have had adverse life experiences which will likely have impacted on their emotional development. We believe that building nurturing, trusting and honest relationships are the cornerstone to the work we do.

We provide support for pupils to improve their emotional and social development in the following ways:

- ◊ A whole school commitment to a DDP approach (Dyadic Developmental Practice) adopting the attitude PACE (playfulness, acceptance, curiosity, empathy)
- ◊ A Life Skills curriculum that enables pupils to develop skills of Social Understanding and Relationships, Learning and engagement, Communication and Interaction, Emotional understanding and self-awareness, Sensory processing, Healthy living, Interests, routines and processing and Independence and community participation
- ◊ An outdoor learning and enrichment curriculum that enables and supports pupils to take risks and build resilience to learning new skills whilst allowing them to experience and engage in a wide variety of different environments and activities
- ◊ Access to whole class and 1:1 THRIVE sessions
- ◊ Weekly HRSE sessions

The SENDCO and headteacher also work with staff from Clover Childcare Services, including a clinical psychologist and consultant psychiatrist. They also attend some team meetings for the care home staff in order to discuss emerging needs, appropriate responses and to monitor children's progress.

At the Stables Independent School, we have two Thrive practitioners that work with the children across the school where the need is identified as an additional intervention. Thrive promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour. Based on established neuroscience, attachment theory and child development, the Thrive Approach equips adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn.

The Name and Contact Details of the SEND Co-ordinator

The SENDCo is Gary Spackman and he can be contacted via the school office on Tel: 01692 581467 or via email at deputy@thestablesschool.co.uk

Alternatively, the headteacher, Sarah Porter is available for discussions, again via the school office or via email at head@thestablesschool.co.uk

Expertise and Training of Staff



Our staff team comprises seven qualified teachers and one early career teacher. We employ two Level 2 Sports Coaches, five qualified Teaching Assistants and a further five Teaching Assistants undertaking a Level 3 qualification with SEND Pathway.

The headteacher and one teacher are Thrive Practitioners. Our Behaviour and Mental Health Lead is also undertaking Thrive training to add a third practitioner.

Over three quarters of our current staff team, including our School Office Manager, have completed four-day Level 1 Dyadic Development Psychotherapy training. Similarly, over three quarters have completed DDP PACE for Education training.

During induction, all class-based staff undertake Norfolk Steps: Step On and Step Up, ensuring staff are well-versed in a variety of de-escalation techniques to minimise the need for restrictive physical interventions, which are only ever deployed as a last resort in the interests of keeping children and staff safe. Our Behaviour and Mental Health Lead is a qualified Norfolk Steps Specialist Responses Lead Professional and delivers training in-house.

In addition to this, various staff across the team have certificates in the following areas of study:

- TQ UK - L2 Understanding Behaviour That Challenges
- TQ UK - L2 Understanding Children Young People's Mental Health
- NCFE - L2 Mental Health First Aid and Mental Health Advocacy in the Workplace
- SENSI - Sensory Processing Awareness
- SENSI - Sensory Integration Training
- Makaton (Sign Language Programme)
- Child Therapy Service – SEMH-informed Lego-based Therapy
- The Virtual School – Trauma and Attachment Awareness
- DESTY - Emotional Resilience Programme
- PATHS - Childhood Development Programme
- The Healing Harbour - Childhood Bereavement
- MIND - Suicide Responders
- Theraplay - Stables Sunshine Circles (class-based therapy)
- NSCP - Working with Children Displaying Technology Assisted Harmful Sexualised Behaviours
- NCC - Harmful Sexual Behaviour in Children and Young People
- The Virtual School - Stepping into Your Power for Positive Futures
- Drawing and Talking – Understanding and Interpreting the Strengths and Difficulties Questionnaire
- NCC – Outdoor Learning

Equipment and Facilities to support pupils

The school building has 5 classrooms to accommodate between 2-6 pupils. Each classroom has a breakout area to support emotional regulation. Each classroom has a large TV for interactive learning. In addition to this there is a small woodwork workshop, sports field, basketball court, outdoor table tennis and foosball equipment. There is also an outdoor gym area, small library and a yurt which is used for interventions such a



mindfulness, sensory circuits and group Theraplay. We also have a pool table. Set in 4 acres of countryside, The Stables has access to a fully equipped outdoor learning area.

How we consult and involve parents/carers in their child's education

We gain parent/carer views regularly through the termly PEP meetings and annual EHCP review meetings, biannual CLA meetings and monthly Team around the Family meetings. Classroom staff communicate on a daily basis with home. Parental questionnaires are completed twice yearly. Aside from the formal meetings, we encourage parents or carers to contact school if they have any concerns.

How we consult pupils about, and involve them in, their education

Student council

EHCPS/PEPS

Student questionnaires

Weekly Reflection sheets

Informal discussions

How complaints are dealt with

Complaints about SEND provision in our school should be made to the class teacher or SENDCo in the first instance. They will then be referred to the school's complaints policy. The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

<https://www.thestablesschool.co.uk/wp-content/uploads/2025/06/The-Stables-Complaints-Policy-final-Sum-25.pdf>

How we work with other bodies such as health and social care, local authorities, and voluntary organisations to meet the needs of pupils

We work with a variety of professionals to support the child. Our multidisciplinary meetings usually involve social workers, virtual school, therapists, CAMHS, advocates and any other colleagues from supporting services.

We work with the following agencies to provide support for pupils with SEND:

- Indigo <https://www.4dyslexics.com/index.html>
- Acorn PCS <https://acorntreepcs.co.uk/>
- Alpha Inclusion <https://alphaic.co.uk/>
- SENSI <https://www.sensitreatment.com/>

This list is not exhaustive and is based on individual needs. Further specific support and training will be secured following identification of presenting needs.



Contact details of support services for the parents and carers of pupils with SEND

Norfolk SENDIASS is a statutory service providing free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers. There will be SENDIASS services in other authorities too.

[Norfolk SENDIASS Home Page](#)

How we support pupils transferring to different phases of education, different schools

This process will be formally recorded using termly PEP meetings, LAC reviews and EHCP reviews. We will share information with the school, college, or other setting the pupil is moving to or from. We will agree with parents/carers and pupils which information will be shared as part of this. We will also arrange visits for the pupil and their parents/carers to prospective educational provisions before decisions and applications are made. We use social stories and bespoke transition information to prepare the pupil for moving to The Stables or from the Stables to a new setting. We ensure that a transition timetable has been completed and that the pupil has been introduced to key members of staff.

How we prepare pupils for adulthood and independent living

All pupils participate in our TITAN programme which gives pupils opportunities to develop their independent travel skills along with their communication skills, problem-solving skills and personal wellbeing and safety awareness. The programme also covers a range of other life skills which will help pupils to become self-reliant and confident when out and about in the community and further afield.

We also offer The Stables Award, a comprehensive life skills curriculum designed to help children develop independence, confidence, and practical abilities for everyday life. Through a structured and engaging program, children learn to navigate their communities safely, work effectively with others, communicate clearly, care for their homes, look after themselves, and explore the world around them. The award emphasizes hands-on learning, real-life scenarios, and the gradual building of skills that foster responsibility, problem-solving, and self-reliance. By completing the Stables Award, children gain the knowledge, confidence, and resilience they need to thrive both now and, in the future, equipping them with essential life skills that go beyond the classroom.

Information on the Local Authority's local offer

The special educational needs and/or disabilities (SEND) Local Offer is what is available in Norfolk for children and young people with SEND aged 0-25 and those who support them. For further information please use the link below.

<https://www.norfolk.gov.uk/40393>

