



STRATFORD PREPARATORY

2 - 11 YRS CO-EDUCATIONAL INDEPENDENT DAY SCHOOL

Special Educational Needs & Disabilities Policy (including EYFS)

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Review Period: Annually

This policy is part of a portfolio of policies associated with 'Safeguarding' and must therefore, be read in conjunction with the other policies. All policies are available on the website or in school.

About this Policy

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. Stratford Prep follows a broad and balanced curriculum.

The majority of children will learn and progress within these arrangements. However, those children whose overall attainments, or attainment in specific subjects, fall significantly outside the expected range may have a Special Educational or Disabilities Need.

Special Educational Needs Policy

Stratford Prep School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy applies to the whole school including those pupils in Early Years Foundation Stage (EYFS).

In drawing up this policy, the school has had regard to the following guidance and advice (in so far as they apply to the school);

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage (September 2025)
- Keeping Children Safe in Education (September 2025)
- Working Together to Safeguard Children (2023)

What are Special Educational Needs (SEN)?

Children/young people have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age;
- has a disability which prevents or hinders him or her 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.

What is a Disability?

Stratford Prep School adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal, day to day activities.

Children/young people with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision they will be covered by the SEND definition.

Aims and Context

Stratford Prep School aims to remove barriers to learning and achievement for all children and young people attending the school.

Stratford Prep School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We have the same high expectations for children/young people with special educational needs and /or disabilities, as we do for all children/young people in our school.

All the teachers in our school are teachers of children and young people with SEND and therefore at Stratford Prep School we adopt a 'whole school approach' which involves all staff adhering to a model of good practice.

All staff are committed to providing for the needs of all children and young people in an inclusive environment. Inclusion is regarded as crucial to this policy and the Inclusion Policy should be read in conjunction with the SEND Policy. This means that all children and young people with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical considerations for the child/young person and the class as a whole.

The first response to concerns about a child/young person's progress is high quality teaching targeted at their area(s) of difficulty. Due to the high level of quality first teaching and small class sizes ordinarily available to all our pupils, it is likely that fewer pupils will require SEND provision

Our Special Educational Needs and Disabilities Policy Objectives

At Stratford Prep we know precisely where children and young people with SEND are in their learning and development.

We ensure that:

- all staff have high aspirations for children/young people with SEND
- every child/young person with SEND has access to a broad and balanced curriculum
- decisions about provision for children/ young people with SEND are made in partnership with parents/carers and with the child/young person themselves
- provision is focused on outcomes for the child/young person, not on hours of support received
- the approaches used are based on the best possible evidence and are regularly reviewed
- challenging targets are set for all pupils and progress towards these targets is carefully monitored
- positive outcomes in the wider areas of personal and social development and preparation for adulthood are promoted
- links are maintained with other schools and external agencies
- the SEND Policy is evaluated and monitored by staff and Directors on an annual basis
- Staff, Directors and Parents/Carers are aware of the school's SEND and Inclusion Policies.

Partnership with Parents/Carers

The school works in partnership with parents/carers and we encourage parents/carers to discuss any concerns that they may have about their child's needs. We recognise the value of parents'/carers' knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative, problem-solving approach can be implemented.

In keeping with the principles of a person-centred approach, we believe that children and young people with SEND are integral to the decision-making processes affecting them. We recognise that children and young people are entitled to the same quality and level of information, advice and support as their parents and pupils' views, opinions, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help pupils achieve the best possible outcomes, preparing them effectively for adulthood. This is especially important when preparing for post-16

The SENCO or class teacher will contact parents/carers to discuss referrals to outside agencies. Permission is always sought before any referral is made and a charge may apply. Some outside agencies may require the school to carry out an internal assessment before a referral is made and a charge may also apply in this instance.

Arrangements for Coordinating Special Educational Needs Provision:

Identifying and Assessing Pupils with SEND

Stratford Prep School is an independent mainstream school with experience of supporting pupils with a range of differing needs. The school's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEND and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress.

Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request a formal assessment of a child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they should ensure the School is given copies of all advice and reports received. If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists where the school is able to do so within reasonable adjustment. If the emerging needs of the child are such that the school cannot meet them within reasonable adjustment and within the normal school provision, then the School may require the Parents to withdraw the pupil from the School.

Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

The four areas of special educational and disability needs are defined at Stratford Prep as:

1. Communication and Interaction

Children and young people with Communication and Interaction (CAI) needs have difficulty communicating with others. Children and young people with Asperger's Syndrome and Autism may also have difficulties with language, communication and social interaction.

2. Cognition and Learning

Children and young people with learning difficulties, despite appropriate differentiation, may require additional support. Learning difficulties include Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia.

3. Social Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

4. Sensory and/or Physical

Children and young people may have a disability which prevents or hinders them from making use of the educational facilities provided. These include Vision Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and Physical Disability (PD).

These areas give an overview of the range of needs. In line with the SEND Code of Practice, we recognise that children and young people often have needs that fit into more than one of these areas and that their needs may change over time.

Behaviour is not a special educational need in itself. At Stratford Prep School, we have high expectations for behaviour from all of our pupils. In instances of poor behaviour the school, in partnership with parents/carers and the child/young person, will endeavour to rectify using the principles and procedures outlined in the Behaviour Policy.

A child or young person with social, emotional and mental health difficulties will also receive support from their class teacher, or another member of staff who has a good relationship with that young person.

Ongoing Monitoring and Cause for Concern

Children/young people will be assessed on entry to the school to provide information relating to their current skills and levels of attainment. We maintain close links with local nursery, pre-school, primary and secondary school settings and ensure that all relevant information is shared at the point of transfer to Stratford Prep. Pupils' attainment and progress are assessed regularly throughout the academic year in line with the school's Assessment and Marking Procedure.

Progress is a crucial factor in identifying pupils who may have SEND. The progress of a pupil making less than expected progress might:

- be slower than that of their peers starting from the same baseline
- fail to match or better the pupil's previous rate of progress
- fail to close the attainment gap between the pupil and their peers

- widen the attainment gap
- have social and emotional development which is not in line with their peers

Concerns about progress may also relate to progress in areas other than academic attainment – for example, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

In EYFS, the 'Early Years Outcomes' and the EYFS Profile is an aid to help teachers understand the outcomes that pupils should be working towards.

A class teacher or parents/carers may identify a concern about the progress of a child/young person. These concerns will be shared with the SENCO, who will support the class teacher(s) to develop a programme of in-class intervention, in collaboration with parents/carers and the child/young person. If progress is not made, the class teacher(s), with support from the SENCO will undertake the process of identification and assessment. This will involve discussions with parents/carers and the child/young person to develop a good understanding of the areas of strength and difficulties, the agreed outcomes sought and the next steps.

Our Graduated Approach to Meeting Special Educational Needs and Disability

Where a child or young person is identified as having SEND, they will be placed on the SEND Register at the level of SEN Support. The SENCO and class teachers will work in partnership with parents/carers and the child/young person to establish the support needed. Stratford Prep follows a Graduated Approach:

Assess

The class teacher, with support from the SENCO, will 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. The school may also seek permission from parents to administer standardised tests in order to help identify the pupil's needs.

The assessment process will also draw on the views and experiences of parents/carers and the pupil's own views. The SENCO may also request support and assessment from external professionals, with the consent of parents/carers. We take seriously any concerns raised by a parent/carer.

Plan

Where it is decided to provide a child/young person with SEND support, parents/carers will already be fully involved in the process. The SENCO and teachers will agree with the child/young person and parents/carers any interventions and support which will be put in place in order for the child/young person to make progress. Desired outcomes and a review date will also be set.

The support and intervention provided will be selected to meet the outcomes identified for the child/young person. All teachers and support staff who work with the child/young person will be made aware of their needs, the support provided and the outcomes sought.

Do

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from external agencies. Where interventions for pupils with SEND

involve 1:1 or small-group teaching away from the class teacher(s), the class teacher(s) will still retain responsibility for the learning and progress of the pupil. Teachers are expected to work closely with any specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Teachers and parents/carers are reminded that school staff can work in a number of flexible ways to promote independent learning.

The SENCO will support teachers in the further assessment of the child/young person's particular strengths and difficulties, in problem-solving and in advising on the effective implementation of support.

Review

The impact and quality of the support will be reviewed by the SENCO and class teacher(s) and discussed with the child/young person and their parents/carers. The views of the child/young person and their parents/carers will always be an integral part of the review process. The information generated will feed back into the analysis of the child/young person's needs and will inform any changes to further support and intervention. A record of the outcomes, action and provision agreed during the review process will be kept and shared with appropriate school staff and a record will be given to parents/carers.

Education, Health and Care (EHC) Plans

An EHC Plan brings together the Education, Health and Care needs for young people aged 0 – 25 years and sets out the provision that they need from Education, Health and Care services to meet these needs.

For pupils with the highest level of need, it may be appropriate for to request an assessment for an Education, Health and Care (EHC) Plan (formally known as a Statement). Children/young people and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents/carers and the child/young person are fully included in the EHC needs assessment process from the start and are fully aware of their opportunities to offer views and information. Applications for an Education, Health, and Care Needs Assessment can be made either by the school or the Parents/Carers. Parents/carers should consult the school before an application to the Local Authority for an EHC needs assessment is made, in order for the school to be able to support the application process. If the school is not notified in advance of the application it may not always be possible to provide supporting evidence.

As part of the EHC assessment, the school may request additional top-up funding from the Local Authority. EHC Plans are used to actively monitor a child or young person's progress towards their outcomes and longer-term aspirations. They must be reviewed by the Local Authority as a minimum every twelve months and the school will work with the Local Authority to coordinate this review process.

Provision for pupils with SEND at Stratford Prep

Stratford Prep School provides a range of intervention and support programmes tailored towards the needs of the pupil. These may be accessed both in and outside the classroom.

Where Teaching Assistants (TAs) are deployed in the school they may provide individual and group support in the classroom. As part of Stratford Prep's commitment to promoting independent learning and resilience in all of our pupils, and except in rare occasions, we do not assign TAs to exclusively support individual pupils.

Where necessary we working in partnership with Local Authority services. Please note that a charge may apply for assessments and services provided by the Local Authority.

The SENCO is responsible for provision mapping for pupils with SEND. This process clearly outlines the support put in place which is additional to or different from that which is offered through the school's curriculum. It demonstrates how any additional funding is used.

Supporting Pupils at School with Medical Conditions

The school 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.

Some pupils may also have special educational needs and may have an Education, Health and Care (EHC) Plan (formally known as a Statement) which brings together health and social care needs, as well as their special educational provision.

The SEND Policy should be read in conjunction with the First Aid Policy.

Access for those with a Disability

The school has an accessibility plan in place which is reviewed annually but due to the specific requirements and age of the building structural changes cannot be made, which does raise some access problems for pupils with physical and sensory needs, including those in wheelchairs. The main entrance to the school is from the street, and may of the classrooms have stair access which is not accessible by wheelchairs. Where access is restricted special arrangements may be made to enable the child or young person to be helped or supported to access the upstairs classrooms or around the school site.

Pupils with SEND and Bullying

Our Anti-Bullying Policy makes it clear that all pupils have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Pupils with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

Safeguarding Pupils with SEND (KCSIE 2025, Paragraphs 201–203)

Stratford Prep School recognises that children and young people with SEND or certain medical or physical health conditions can face additional safeguarding challenges, both online and offline. In accordance with Keeping Children Safe in Education (September 2025), paragraphs 201–203, our child protection policy and practice reflect these additional barriers.

Additional barriers to recognising abuse (KCSIE Para 201)

Staff are trained to recognise that the following additional barriers can exist when identifying abuse, neglect or exploitation in pupils with SEND:

- assumptions that indicators of possible abuse, such as changes in behaviour, mood or the presence of an injury, relate to the child's condition without further exploration
- pupils with SEND being more prone to peer group isolation or bullying, including prejudice-based bullying, than other children
- the potential for pupils with SEND or certain medical conditions to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting concerns or abusive experiences
- cognitive understanding difficulties; for example, being unable to distinguish between fact and fiction in online content, or not understanding the consequences of repeating certain behaviours

DSL and SENCo liaison (KCSIE Para 202)

Any report of abuse or safeguarding concern involving a pupil with SEND will require close liaison between the Designated Safeguarding Lead (or a deputy DSL) and the SENCo. This ensures that decisions about safeguarding responses take full account of the pupil's needs, communication requirements and the specific vulnerabilities associated with their condition. Records of DSL–SENCo liaison in relation to individual pupils are maintained on the school's safeguarding and SEND recording systems.

Extra pastoral support and communication (KCSIE Para 203)

Stratford Prep School provides additional pastoral support and attention for pupils with SEND. Each pupil on the SEND register has a named trusted adult they can approach with any concern. Where a pupil's communication needs require specific support, including the use of alternative and augmentative communication, visual supports, or simplified language, this is put in place for any pastoral or safeguarding conversation. Class teachers and the SENCo conduct regular pastoral check-ins for pupils identified as having heightened safeguarding vulnerability. Where appropriate, involvement of external support services, including educational psychologists, CAMHS, and local authority children's services, will be sought promptly. Further guidance is available from SENDIASS (the Special Educational Needs and Disabilities Information and Support Service), Mencap, and the NSPCC.

English as an Additional Language (EAL) and SEND

Having English as an Additional Language is not in itself a special educational need. Stratford Prep School is careful to ensure that pupils who are learning English as an additional language are not identified as having SEND solely on the basis of their language acquisition stage. The school assesses EAL and SEND separately, and any pupil who is identified as having both an EAL need and a SEND will receive appropriate provision for each.

Where a pupil with SEND also has EAL needs, the school will ensure that communication with parents and carers takes place in an accessible format. In formal contexts, such as SEND reviews, EHC needs assessments, or safeguarding meetings, a professional interpreter will be arranged where required, in line with Working Together to Safeguard Children (2023). The school does not rely on family members or bilingual members of staff as interpreters in formal proceedings.

RSE Curriculum Accessibility for Pupils with SEND

In line with the DfE Relationships, Sex and Health Education Statutory Guidance (July 2025, paragraph 76), Stratford Prep School ensures that its RSE curriculum is accessible to all pupils with SEND. The school makes the following adjustments where appropriate:

- pre-teaching of RSE vocabulary using visual supports and social stories before lessons
- use of clear, explicit and literal language for pupils who are neurodiverse, alongside concrete examples and role-play scenarios to make abstract concepts (consent, boundaries, healthy relationships) accessible
- advance notice of RSE lesson content, where this supports the pupil's regulation and preparation
- additional processing time, adapted assessments, and sensory considerations built into RSE lesson planning

The SENCo reviews the RSE scheme of work annually to identify content requiring additional scaffolding for pupils with SEND, working in conjunction with the class teacher and RSE lead. Any adaptations required are documented in the pupil's IEP or EHCP provision, as appropriate.

The role of the SENCO

SENCO: Ms Victoria Ward (VWard@stratfordprep.co.uk)

In collaboration with the Headteacher, the SENCO's responsibilities include:

- overseeing the day-to-day operation of this policy
- contributing to the strategic development of the SEND Policy and provision
- leading on SEND improvement planning
- co-ordinating and mapping provision for pupils with SEND
- advising on the Graduated Approach to providing SEND support
- tracking pupils' attainment and progress
- advising on the deployment of the school's delegated SEND budget and other resources to meet pupils' needs effectively
- contributing to the continuing development and training of school staff
- communicating with pupils with SEND and their parents/carers
- overseeing the day-to-day running of intervention programmes
- ensuring that the school keeps records of all pupils with SEND up to date
- overseeing the review and maintenance of EHC Plans
- liaising with external agencies
- liaising with and giving advice to staff

Staff Training and Development

Stratford Prep School is committed to ensuring that all staff have the knowledge and skills to identify and support pupils with SEND effectively. Staff training forms a core part of our SEND provision:

- All teaching and support staff receive induction training on the school's SEND policy, the graduated approach, and their responsibilities under the SEND Code of Practice 2015
- All staff receive annual training on the additional safeguarding vulnerabilities faced by pupils with SEND, in line with Keeping Children Safe in Education (2025), paragraph 131, and paragraphs 201–203
- The SENCo holds (or is working towards) the National Award for SEN Coordination and engages in regular continuing professional development in order to maintain up-to-date knowledge of SEND legislation, assessment, and best practice
- The SENCo provides staff briefings and targeted CPD on specific SEND conditions, adaptive teaching strategies, and the needs of individual pupils, including in relation to RSE delivery and online safety
- Staff training records relating to SEND are maintained and reviewed annually by the SENCo and Headteacher

Admissions

The School will do all that is reasonable to comply with its legal and moral responsibilities under the Special Educational Needs and Disability Act 2001 in order to accommodate the needs of applicants who have such disabilities for which, with reasonable adjustments, the School can cater adequately.

The School welcomes pupils with special educational needs (SEN) providing that its learning support department can offer them the support that they require. We welcome pupils with disabilities provided that the setting and site appropriate to the child's age can accommodate them. Nevertheless, we strongly advise parents of children with specific educational needs or disabilities to contact us at any stage in the application process so that we can ensure that these needs are met. The school will do everything that it reasonably can to accommodate all children, no matter what their needs or background. Where reasonable adjustments cannot easily be made, the school will discuss with parents how additional funding could be secured to enable all children to make good progress.

Complaints Procedure

Any concerns about special educational and disability provision within the school should be directed to the SENCO. Should issues remain unresolved and a formal complaint is required, the complaints procedure can be followed through the school's Complaints Policy and procedures.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

Limitations

Stratford Prep's admissions policy states:

(section 1. Introduction) Stratford Prep is an academically selective independent co-educational school.

(section 3. Conditions for admission to Stratford Prep School) The considerations for successful admission are: the present school of the applicant reports satisfactory attitudes, behaviour and conduct; expected support for the ethos of Stratford Prep from the applicant and the family as a whole; the child's overall contribution to school life based on school reports and interview; the applicant's special educational needs (if any) can, in the opinion of the Headteacher, be successfully met by the school's normal provision; where such an admissions would create an imbalance of needs within the year group; where such an admissions would jeopardise the performance and progress of their peers. The academic criteria for selection are: satisfactory results from the SPS admissions assessments; a good report and reference from the pupil's current school, a positive taster day and/or interview with the Headteacher. The success criteria we use for entry includes our judgement that each applicant is able to pursue successfully the curriculum for the relevant Key Stage at point of entry and make good progress through each Key Stage. The purpose of employing an academic assessment filter on entry is to ensure that the child is capable of working at an academic level appropriate to the age and key stage.

The Parent Terms and Conditions states:

Clause 6.8: Special Educational Needs: The School is not qualified to make a medical diagnosis of conditions that affect learning (e.g. dyslexia, dyspraxia, Asperger's syndrome). The screening tests available to schools are indicative only and reflect performance on the day. Where Parents or Staff are concerned that a Pupil may have special educational needs, the school may request parental consent to carry out a screening test

and notify Parents of the results. A formal assessment may be arranged by the Parents themselves at their own expense. Parents must notify the Head in writing if they are aware of or suspect that the Pupil has a special educational need that impacts upon their learning and may require special educational provision to be made and they must provide the School with copies of all written reports and other relevant information. The School will then review provision to ensure that they can meet the Pupil's needs. If (after appropriate consultation) the Head concludes that the School has endeavoured to use their resources effectively and appropriately to meet the Pupil's educational needs but is not able to do so, the School may require the Parents to withdraw the Pupil from the School. In these circumstances, the Parents will not be charged fees in lieu of notice and their deposit will be credited to their account.