



THE STONEHENGE SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

2026

Statutory Policy	Yes
Wilts HR Model Policy	No
Review Frequency	Annual
Approving Authority	Head Teacher
Published On School Website	YES

ACTION	DATE	COMMENT
Last Approved	Jul 2026	
Next Due Approval	Jul 2027	

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
	Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Mental health difficulties such as anxiety, depression or an eating disorder
	Suffered adverse childhood experiences
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Faith Moore.

She has 13 years of experience in this role and is a qualified teacher. She achieved the National Award in Special Educational Needs Co-ordination in 2011.

She has also completed training in:

- Creating effective Support Plans
- Youth Mental Health First Aid
- Vulnerable Learners network
- Cognitive Behavioural Therapy techniques
- Attachment and Relationships
- Early Help
- Positive Behaviour training
- Safer Recruitment

Deputy SENDCO

Our Deputy SENDCO is Mary Turnock.

She has 5 years of experience in this role and has also worked as Senior Teacher at a Specialist Autism School for 5 years. Prior to that she had various roles in another mainstream school, which included: Teacher in charge of CPD, NQT and PGCE mentor, Head of Mathematics/ICT/Business. She has over 25 years' experience of teaching mathematics.

She has undergone the following training:

- National Award in Special Educational Needs Co-ordination
- Level 7 Certificate of Psychometric Testing, Assessment and Access Arrangements
- Positive Behaviour Training
- Dyslexia Awareness delivered by Dyslexia Friendly Schools
- Safer Recruitment
- Deputy Designated Safeguarding Training

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Training has included 'Calm Classrooms' training by Behaviour support service, and training received via Dyslexia Friendly Schools award, including use of the National College training. Future training will include de-escalation strategies, and Autism Inclusion Award training and Education Endowment Foundation training around 'making effective use of Teaching Assistants'.

Teaching assistants (TAs)

We have a team of 23 TAs, who are trained to deliver SEN provision.

We have 12 teaching assistants who are trained to deliver interventions such as ELSA, Speech and Language, Lego therapy, touch typing and My Listening and Understanding.

In the last academic year, TAs have been trained in a variety of different interventions and strategies to support pupils inside and outside of the classroom. This is dependent on their professional development priorities and makes use of New Skills Academy training.

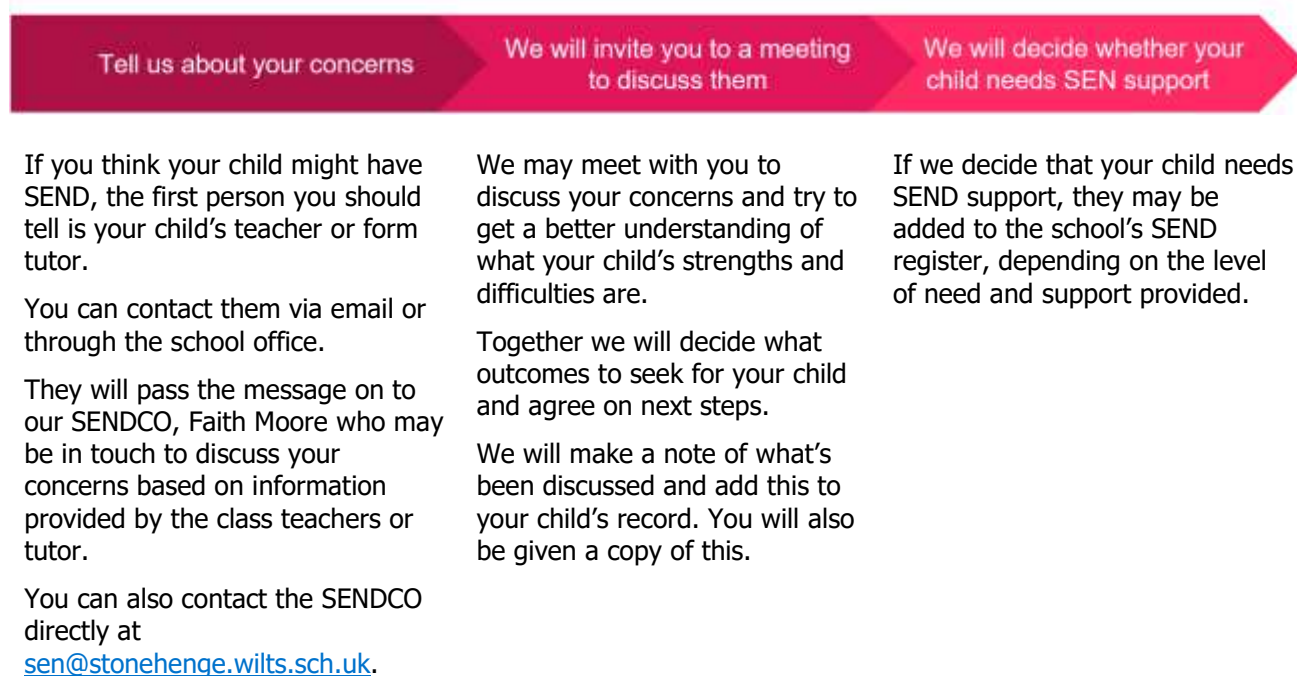
External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

We work with the following external support services:

- Educational Psychology Service
- CAMHS (Child and adolescent mental health services)
- MHSTs (Mental Health Support Team)
- Anna Freud online counselling
- Education Welfare Service
- Child and Family Services
- EMAS (Ethnic Minority Achievement Service)
- CEAS (Children's Education Advisory Service)
- SENSS (Special Educational Needs Support Service)
- MISAs (Mainstream Inclusion Support Advisors)
- Behaviour Support Service
- Occupational therapists, speech and language therapists or physiotherapists
- Paediatricians
- Social Services
- Named medical officer and School Nurse

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

- The school identifies pupils with SEND through a range of methods, including:
- Liaison with previous schools or settings
- Parental concerns
- Class teacher observations and referrals
- Reading and CATs tests
- National Curriculum assessments and progress data
- External agency involvement
- Observations and records by the Skills Development Team
- Wiltshire Indicators and Provision guidance

Class teachers monitor progress regularly. If a pupil is not making expected progress despite targeted teaching, the SENDCO is consulted. Further assessments may be carried out, and where necessary, referrals to external agencies are made. The pupil's strengths, challenges, and desired outcomes are discussed with parents and pupils to guide decisions about whether SEND support is needed.

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include their levels in terms of reading, writing or their numeracy skills.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO and will contact you to discuss the possibility that your child has SEND.

A member of the SEND department will observe the pupil in the classroom and during social time to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

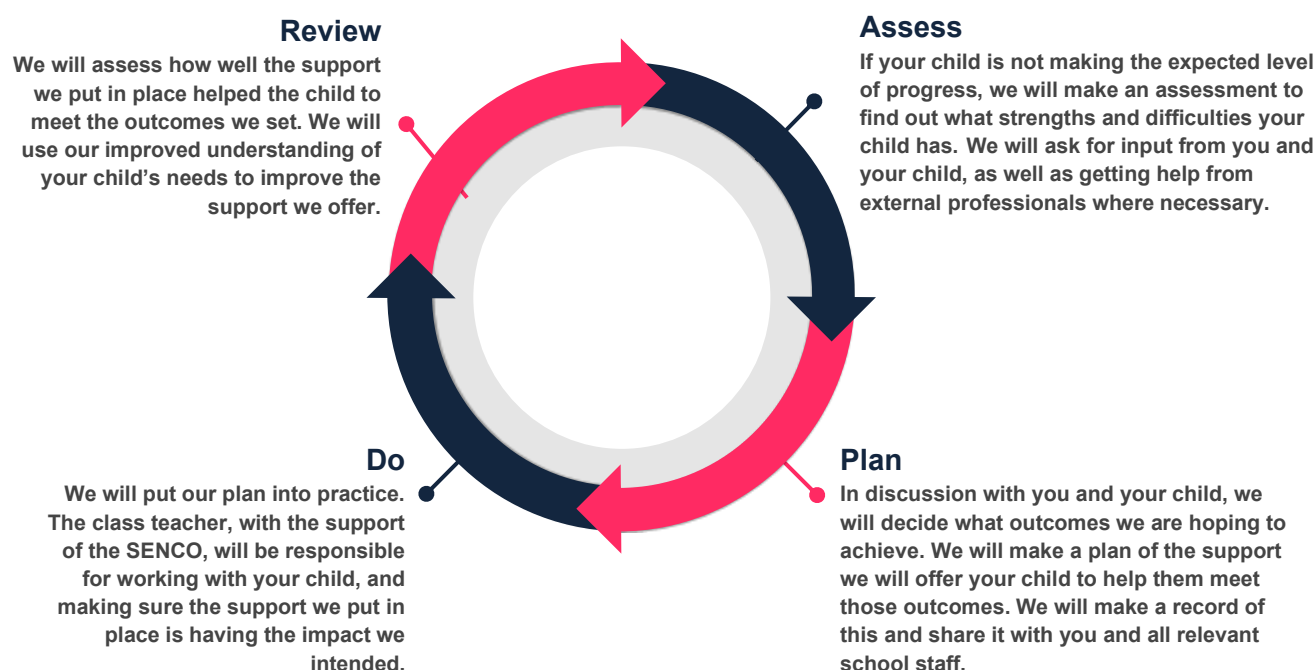
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to support your child.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress via parents' evenings and our data reporting system Pupil Progress.

- Your child's class/form teacher will meet you annually to:
- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher, via the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Meet with a staff member to create a ULP (Universal Learning Passport)
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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

The Stonehenge School is fully committed to providing a fully accessible environment which values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We have outlined how we plan to increase the accessibility of provision within our Accessibility Plan to further improve access to the physical environment, the curriculum, and the delivery of written information. This can be found here:

<https://www.stonehenge.wilts.sch.uk/app/uploads/2024/10/Accessibility-Plan-2024-v2.pdf>

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. At The Stonehenge School, adaptive teaching is the primary means through which pupils with SEND access an ambitious curriculum. Teachers use Universal Learning Passports (ULPs), assessment information and knowledge of individual pupils to adapt teaching, resources, scaffolding and support whilst maintaining high expectations for all learners. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Modifying our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, or small group interventions, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, or larger fonts
- Teaching assistants will support pupils on a 1-to-1 basis when they have an EHCP or have a SEND need
- Teaching assistants will support pupils in small groups

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Structured routines
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Literacy/numeracy interventions, IDL, access to ICT resources
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Access to ELSA support Online counselling
Sensory and/or physical	Hearing impairment	Assistive technology Modified equipment Limiting classroom displays Touch-typing
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Wiltshire Council's local offer.

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

We will evaluate the effectiveness of provision for your child by:

- Reviewing outcomes as part of the graduated approach
- Using provision maps and baseline/end-of-intervention data
- Tracking academic and personal development progress
- Pupil and parent feedback through meetings and questionnaires
- Monitoring by the SENCO and intervention reviews
- Holding an annual review (if they have an education, health and care (EHC) plan)

If a pupil is not making expected progress, the support plan is reviewed and adjusted in consultation with families and relevant staff.

10. How will the school resources be secured for my child?

The SENDCO manages a portion of the school's budget allocated for SEND, in particular to support pupils with EHCPs, which may be used to fund support. It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

We are an inclusive school, and every effort is made to ensure that pupils with SEND are fully included in all aspects of school life. This includes:

- Access to all trips and visits, including residentials
- Participation in extra-curricular clubs, sports events and school productions
- Involvement in special workshops and themed days
- Full access to the curriculum through adaptations and support

We make reasonable adjustments to enable participation, such as providing 1:1 adult support on trips, modifying activities, or adapting transport and accommodation arrangements where needed. No pupil is excluded from any activity due to SEN or disability.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The Stonehenge School is a non-selective, inclusive community school. Admissions are managed by the Wiltshire School Admissions Team and follow national guidance.

Pupils with an Education, Health and Care Plan (EHCP) are given priority in admissions if the school is named in their plan, as required by the SEND Code of Practice. All other admissions follow the standard process, but we welcome early discussions with parents whose children have SEN, to ensure that we are well-prepared to meet their needs.

We work closely with Wiltshire Council's Central SEND Services and will always strive to avoid disadvantaging any pupil due to their special educational needs or disability.

13. How does the school support pupils with disabilities?

We are committed to ensuring that all pupils with disabilities are treated fairly and have full access to education, enrichment, and the school environment.

Support for pupils with disabilities includes:

- Providing auxiliary aids and adapted resources (e.g. modified work, large print, specialist ICT)
- Liaising with external health and therapy services
- Offering additional adult support for physical or medical needs
- Adjusting seating, lighting, or room access as required

We follow our Accessibility Plan, which outlines steps to:

- Increase participation in the curriculum
- Improve the physical environment (e.g. ramps, lifts, accessible toilets)
- Enhance access to written information in different formats

The Accessibility Plan can be found on the school's website in the Policies section or via previous link.

14. How will the school support my child's mental health, and emotional and social development?

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

Pupils with SEN are encouraged to be part of the school council and other leadership opportunities such as ambassadors and prefects

Pupils with SEN are also encouraged to be part of a range of extra-curricular clubs tailored to a variety of interests, to promote teamwork/building friendships

ELSA (Emotional Literacy Support Assistants) offer targeted 1:1 and small group sessions

Online counselling is available through our partnership with Anna Freud.

Pastoral support is coordinated through the Pastoral Managers

Early intervention can be provided via the Redworth Centre.

Anti-bullying is tackled through assemblies, tutor time curriculum, and clear behaviour systems underpinned by our 'zero tolerance' approach to bullying.

The school holds the British Dyslexia Association Dyslexia Friendly Quality Mark and is actively engaged in further inclusion developments through its Autism Inclusion Award work.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term. The Progress Leader and Pastoral Manager visit pupils in their primary setting as well.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community. This can include individual support plans and additional orientation sessions. Additional visits are arranged by one of our Senior Teaching Assistants and transition booklets are provided to support the change.

Preparation for adulthood is considered throughout Key Stage 3 and Key Stage 4 and includes support for independence, employability, community participation, health and wellbeing, and progression into further education, employment or training.

Moving to adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

Post-16: Advice is given via independent careers guidance. We support applications, college visits, and preparation for interviews and courses. Pupils with EHCPs receive additional support planning outcomes relating to independence and adulthood.

16. What support is in place for looked-after and previously looked-after children with SEN?

Morven Fletcher, Assistant Headteacher and designated teacher for looked-after children will work with Faith Moore, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

17. What should I do if I have a complaint about my child's SEN support?

Complaints should be raised with the class teacher, SENCO, or Deputy SENCO in the first instance. If unresolved, please refer to our Complaints Policy on the school website.

Wiltshire Local Authority's mediation and disagreement resolution service can be accessed via the Wiltshire Local Offer: <https://localoffer.wiltshire.gov.uk>

Further information regarding complaints procedures can be found within the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

Admission

Exclusion

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family.

To see what support is available locally, visit the Wiltshire Local Offer:

<https://localoffer.wiltshire.gov.uk/article/4303/Secondary-11-to-16>

This provides comprehensive information about services, guidance, and activities for children and young people with SEND and their families in Wiltshire.

Our local SEND information, advice, and support service (SENDIAS) is provided by **KIDS Wiltshire SENDIASS**:

👉 <https://www.kids.org.uk/wiltshire-sendias>

☎ 0808 808 3555

✉ sen@kids.org.uk

Local charities that support families of children with SEN include:

- **Alabaré** – supporting young people and families through housing and outreach: <https://www.alabare.co.uk>
- **Wiltshire Parent Carer Council (WPCC)** – a parent-led organisation offering information, support, and voice for families: <https://www.wiltshireparentcarercouncil.co.uk>
- **Splash Wiltshire** – providing positive activities for vulnerable young people: <https://www.communityfirst.org.uk/yaw/splash>

National charities offering guidance and support include:

- [IPSEA \(Independent Provider of Special Education Advice\)](#)
- [SEND Family Support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEN to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

EHC plan – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

First-tier tribunal / SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages