

SEND Information Report

September 2017

Our school priorities are V.I.P

Values:

- Stantonbury Campus is fully committed to inclusion and equality and take all reasonable steps to enable progress for young people with Special Educational Needs and/or Disabilities.
- We promote a '**can do**' attitude irrespective of ability and encourage students to be the best versions of themselves that they can be.

Inspiration:

- We are committed to eliminate discrimination and to promote equality of opportunity.
- We want students to be inspired to achieve despite difficulty and challenge so that they can in turn become an inspiration to the next generation of students.

Partnership:

- We aim to foster good relationships between students with Special Educational Needs and/or Disabilities and those without.
- We will work closely with the family and the wider community to help achieve the best outcomes for all our students.

The provision of students with Special Educational Needs and/or Disabilities is coordinated to ensure high impact and good value for money from SEND funding.

- We aim to meet the needs of students through highly effective teaching and learning, in every classroom, adapting teaching strategies to meet individual needs.
- There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.
- When necessary we work in a flexible way to develop effective partnerships with children and their parents/carers, the Special Educational Needs Coordinator (SENCO), specialist teaching staff both within the school and external professionals such as speech and language therapists, physiotherapists, occupational therapists and child and adolescent health services (CAMHS) to ensure that the school can meet a broad range of special educational needs.

Related School Policies

[SEND Policy](#)

[Child Protection and Safeguarding Policy](#)

[Equality and Access Policy](#)

[Anti-Bullying Policy](#)

[First Aid/Medicines at School Policy](#)

Policy on the Deployment of LSA's

Fully Inclusive

As a mainstream school, it is essential that student learning takes place in the classroom; studio; lab or sports field and is facilitated by High Quality Teaching where classroom teachers make reasonable adjustments to learning activities in order to meet the needs of the students.

There are many varied opportunities for all students including club, trips and visits and all young people are strongly encouraged to participate fully in all that is on offer.

Additional Provision in summary:

The Inclusion Faculty consists of:

- A suite of classrooms in a centralised location for students in Years 7-11.
- The Link, a Nurture Room to help tackle transition, for Year 7 students.
- The Communications and Interaction Base – for students with a Social Communication/ Speech Language and Communication Education Health Care Plan – non EHCP student by invitation (*see below*).
- The Welcome Centre for students with English as an additional language.
- In Year 12-13 we provide a Learning Support Suite in the Saxon Centre, which enables students with additional needs to access targeted support and their very own supported Study Zone.
- Access to an alternative curriculum option at Key stage 4 – Princes Trust/ASDAN and support in accessing Step-Up (Entry level) qualifications.
- Therapeutic and counselling services within our Progress Centre.

It is overseen and led by the Head of Inclusion, Mrs. Rachel Calandro (SENCO), plus there are three Specialist Teachers, an Inclusion Operations Manager, a Nurture team (2) and a Speech and Language Therapist (NHS) who works within the department. In addition, we have a team of 15 Learning Support Assistants (LSA's) who help to facilitate targeted learning support both in and out of the classroom.

NOTE: Additional adults in the form of Learning Support Assistants (LSA's) are a premium provision and as such their support in lessons is normally limited to supporting students with an Education Health Care (EHC) Plan in core curriculum subjects (English, Mathematics and if possible Science). Variations to this norm, such as LSA support in Food and Nutrition etc. occurs in response to a specific student need, as indicated in a student EHC plan. LSA's are also available to work with students in timetabled interventions as part of an individual student's targeted Provision plan.

Specialist Provision:

The Local Authority sometimes assesses that a young person with a statutory assessment (EHC plan or Statement) requires a school place that can provide a more specialised support than usual mainstream SEN provision. Within a department, students identified needs are tackled specifically and directly, through personalised work outside of the mainstream curriculum. This provision is funded as a separate resource and each young person offered a place, is allocated specific departmental funding from the Local Authority. These departments enable students to access mainstream education in conjunction with more specialist support. Referrals for spaces within our departments come directly from the Milton Keynes SEND Team as recommended by their statutory assessment. [Click here](#) for details.

NOTE: *Up until recently, Stantonbury has had two departments, a Social Communications Department for young people with Autistic Spectrum Disorder (ASD) and other related conditions and a Speech & Language Department for young people with significant Speech and Language (SLCN) difficulties. Following a period of consultation earlier in 2017, the Local Authority have decided to no longer offer the provision of Speech and Language Departments and are as a result phasing out the provision by no longer taking any new applications/admissions. The two departments have therefore been combined and operate as the Communication and Interaction Department.*

Communication and Interaction Department: –

- Full time Specialist Teacher for Communication and Interaction.
- Independently resourced allocation for 15 students with EHCP's (Education, Health Care Plan) for ASD and Communication and Interaction difficulties.
- Independently resourced allocation students with EHCP's for remaining children with SLCN difficulties, currently on roll.
- Speech and Language Therapist (2 days a week) – referral upon request
- Timetabled intervention sessions, as appropriate, for focused work on Social Communication Skills & Emotional Literacy development.
- Timetabled intervention sessions, as appropriate, for focused work on the development of speech and language skills.
- Departmental base for unstructured time, such as break and lunch.
- Access to Speech and Language Therapist 2 days a week – referral upon request.

Progress Centre:-

The Progress Centre Project is designed to utilise the Pupil Premium funding in a unique and innovative way.

- Parent counselling drop-in – Tuesday 2.15pm-3.15pm
- Student counselling drop-in – Tuesday 2.15pm-3.15pm
- One to one confidential counselling sessions *(subject to referral and waiting list)*
- Self-esteem workshops with Service 6 *(subject to referral and waiting list)*

- Anger management workshops with Service 6 (*subject to referral and waiting list*)
- Child and Adolescent Mental Health services (CAMHs) referrals arranged.
- Brook sexual health drop-in – Monday 3.00pm – 4:30pm (*group and 1:1 available*)
- Links to alternative services if specialist support is required
- Confidential email service – reachout@stantonbury.org.uk
- Drugs and Alcohol support – Compass
- Small Group or if available 1;1 tuition provided (*subject to referral and waiting list*)
- Handwriting Support – 1:1 weekly sessions (*subject to referral and waiting list*)
- Mentoring service

The Link – Nurturing students into Secondary School



The Link is a separate provision for Year 7 students who are likely to struggle with and potentially fail the transition from Primary School to Secondary School. The Link provides students with a 'home base' that enables them to experience a slower transition into secondary school through a strong link to home, focused



work on the social aspects of school and a structured approach to understanding the higher expectations of learning and ultimately independence within the secondary phase.

Classification of Special Educational Needs at Stantonbury Campus:

Students are recognised as having SEND (Special Educational Needs or Disability) if they require support that is additional to and extra to that provided for all within the mainstream classroom. This does not necessarily mean lots of lesson withdrawal and 1:1 support, it should first be that Classroom Teachers make reasonable adjustments to their teaching through High Quality Teaching strategies in order to enable students to make progress. A small percentage of students however, may require enhanced delivery which may come in the form of Learning Support Assistants (LSA's) in the classroom, thus enabling the teacher to spend more direct working time with the young person, or to work with the young person on a task or project. It may also involve the young person working out of the class in a small group or even on a 1:1 intervention.

The proportion of students across Years 7-11 with Special Educational Needs is currently 15% with 1.23% of students with an Education Health Care Plan. (*Correct as of Sept 2017*)

The following table identifies the numbers of students currently identified as having SEN, what category their SEN falls into and classifies whether it is a Primary (most significant) or Secondary need.

	EHCP	SEN Support (K)	Cognition and Learning		Social, Emotional and/or Mental Health		Physical and/or Sensory		Communication & Interaction (ASD)		Speech Language and Communication Need (SLCN)	
			Primary	2 nd ary	Primary	2 nd ary	Primary	2 nd ary	Primary	2 nd ary	Primary	2 nd ary
Y7	1	32	18	1	6	1	3	0	4	0	2	2
Y8	4	53	23	8	15	5	1	2	6	0	12	5
Y9	2	38	23	5	8	2	5	1	3	2	1	4
Y10	6	30	17	1	8	5	2	2	6	1	3	3
Y11	4	15	9	2	5	5	0	0	3	1	2	0
Y12/ 13	3	5	1	1	1	1	2	1	3	1	1	1
Total	20	171	91	18	43	19	13	6	25	5	21	15
Communication Dept. / Primary Need												
	Statement/ EHCP		C & L	SEMH		P & S		C & I		SLCN		
	9		0	1		1				3		
Speech and Language Dept. / Primary Need												
	4		1	1		0		1				

Categories of SEN:

<p>EHCP - Education Health Care Plan:</p> <p>C & L - Cognition & Learning:</p> <p>SEMH - Social Emotional and Mental Health difficulties.</p> <p>P & S - Physical &/or Sensory</p> <p>C & I - Communication or Interaction</p> <p>SLCN - Speech, Language and Communication Need</p>	<p>These are students with statutory (legal) documents that detail the specific needs of a young person and the desired outcomes subject to specific support and intervention. It also indicates the level of Local Authority funding available for such intervention in order for the school to enable the young person to make appropriate progress.</p> <p>Learning difficulty, either general or specific, such as Dyslexia/Dyspraxia</p> <p>This can include ADHD; emotional detachment or erratic or poor or unusual behaviour.</p> <p>Physical, hearing or visual impairment.</p> <p>Autistic Spectrum Disorder or related.</p> <p>Language processing/understanding or speech difficulty.</p>
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We know a young person needs help when:

- A special educational need or educational concern is highlighted by the young person's previous school; external agency/medical professional provide evidence of historical SEND.
- Parent/carers present evidence of historical SEND issues.
- Early assessment scores are well below those we expect for the child's age or highlight specific areas of additional need.
- There is a lack of progress despite appropriate effort on the part of the student and reasonable adjustments made by the teacher to enable the student to access their learning.
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- A young person's behaviour alters significantly or begins to raise concern.
 - *It is however important to note that this alone does not indicate that a young person has Special Educational Needs; changes in behaviour may also be as a result of other factors and this will be investigated and supported by our Student Support Team and Year Leader before it is assumed that it is related to SEN.*

When students join the school we assess baseline skills, Cognitive Ability Tests (CATs) and other initial tests in year 7. This is essential as it enables us to monitor children's progress, and, help us to match teaching approaches to student need through High Quality Teaching strategies and if necessary, provide additional interventions to enable academic achievement. Our aim is to help students to overcome barriers to learning, using a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

What to do if you think child has Special Educational Needs:

If you are concerned that your child has a Special Educational Need your concerns should be directed to your child's tutor and you should complete our [SEND Concern Form](#).

Arrangements for the liaison and involvement of Parents:

- Regular progress reports – every half term.
- Regular tutor liaison via planner and or email as required.
- Parent consultation evenings - Appointments can also be made with a member of the Inclusion team during all Parent Consultation evenings please contact: inclusion@stantonbury.org.uk
- Direct dialogue via email/telephone with the Inclusion Team.
- Inclusion Parent Drop-in – twice a term.
- Face to face meetings – Contact via email or phone to make an appointment.

The Inclusion Team:

Mrs Rachel Calandro (BA Hons; NASENCO) – Head of Inclusion

Mrs Calandro oversees the management of the Inclusion Faculty, working alongside the school's senior leadership team; the Academy Trust's board; Milton Keynes' SEN Team; external agencies; medical practitioners; and the teaching, the support and administrative staff within the school. Her role is to advocate for students within the school with Special Educational Needs and ensure that, to the best of the school's ability, their educational needs are met. In this role, she will monitor the performance of SEND students and work with staff to help the school to best facilitate their needs. This is done through training, coaching, sharing of information and keeping up to date with research. As the SENCO, Mrs Calandro is responsible for ensuring that the SEND Code of Practice 0-25 is appropriately applied for students and that students are not being further disadvantaged.

She is an experienced and highly successful teacher of Drama and English, but has also worked extensively outside of education as a business account manager in the travel industry, an office administrator as well as a professional performer. Mrs Calandro firmly believes that the development of a student's self-confidence is the key to unlocking the barriers that hinder progress, seeing time after time that the feeling of achievement and success leads to more successful habits.

rachel.calandro@stantonbury.org.uk

Ms Antonia Moreno-Caballero – SEN Teacher and Lead teacher for EAL

Ms Moreno-Caballero is a Specialist teacher trained in the teaching of students with Special Educational Needs. Originally from Spain, Ms Moreno-Caballero has worked in the UK since August 1996 and in that time has worked in and led various SEN provisions in the Buckinghamshire and Bedford area.

Ms Moreno-Caballero is an enthusiastic and pro-active teacher, working directly with students to clearly assess need and help students to develop their skills at their own pace. She firmly believes in working together with student; parent; classroom teacher and the various external agencies to help the student to overcome their barriers to learning. Ms Moreno-Caballero has been responsible for managing the implementation of targeted intervention programmes for students with specific learning needs and difficulties – these are designed to enhance learning, reduce gaps in learning and build the students own strategies to overcome learning barriers. In this role, she assesses the specific need of the student and matches this need up with a targeted and sometimes very personalised intervention and works with that student to help them to overcome learning challenge. Targeted support interventions are short term 6-12 week programmes designed to help students to access those key skills so that that they can quickly be applied back in the classroom

Antonia.moreno@stantonbury.org.uk

Mr William Leahy – Specialist Teacher for Communication and Interaction Department

Mr Leahy is the Specialist Communications Teacher for the C & I Department, or “The Comms Base” located in the Inclusion Centre. His role is to carry out Personalised Interventions supporting students who have Social Communications difficulties, Autistic Spectrum Disorder or Speech Language and Communication needs. In this role he carries out assessments; works directly with students to help them to overcome a full range of communication challenges, observes them in their mainstream lessons; writes reports for EHC Plans; and liaises regularly with parents, classroom teachers; the local authority and associated external agencies.

Although a Music specialist Mr Leahy has extensive experience of teaching the Social Sciences, Criminology Clinical Psychology, Media Studies and children with special educational needs. William has an MSc in Music Psychology and an MA in Music Education. He has written a number of courses which have been accredited by the College of Teachers and has written a range of bespoke courses to help meet the students’ requirements.

Mr Leahy’s work with the students includes teaching Social Skills, Self-esteem, Anger Management, Anxiety Management, ASD Awareness and Self Help using CBT techniques. He believes that a student’s emotional growth goes hand in hand with their cognitive attainment and that the two are vital to personal development.

William.leahy@stantonbury.org.uk

Mrs Claudell Tabbett - SEN Teacher

Mrs Tabbett works within Inclusion teaching a very varied, often bespoke and decidedly creative curriculum within the Princes Trust. Mrs Tabbett facilitates learning that is designed to unlock a student's potential and employability by engaging them in their learning through a more personalised and yet practical way. Mrs Tabbett is persistent, patient and proactive in supporting learners with a variety of learning barriers. She is kind and yet firm in her expectations of a student's attitude to their learning and does not allow students to give up just because it is difficult. In addition to the Princes Trust Mrs Tabbett also provides valuable small group literacy and numeracy classes for Key Stage 3 students. Again, the work done in these sessions' links closely to real world/real life situations rather than students learning abstract concepts that can sometimes feel distant and disconnected from a young person.

Mrs Tabbett is a well-travelled; well education citizen of the world and prior to becoming a teacher has worked extensively for organisations such as the World Health Organisation as well as for local Children Services. Claudell.tabbett@stantonbury.org.uk

Mrs Gill Martin - Inclusion Operations Manager

Mrs Martin is the Inclusion Operations Manager and her role is to ensure the effective delivery of Learning Intervention services to the campus for students with an Education Health Care Plan and those with specific SEN Support requirements. She leads a team of 15 Learning Support Assistants (LSA's) in the Inclusion Centre and across Campus. She draws up and manages the support timetables; co-ordinates the timetables of interventions offered and is also responsible for the organisation and administration of all access arrangements for public examinations.

Mrs Martin's role as an Inclusion Manager involves working directly with students both in and out of the classroom environment, managing a fantastic break and lunch time provision for students who wish to eat their lunch in Inclusion, play board games, Lego, or music and also read or discuss their favourite books at her twice-weekly book club.

Mrs Martin has years of experience both as an LSA and also as the manager of the LSA team and her advice and recommendations are invaluable to teacher, parent and student alike. Mrs Martin has been at the campus for over 18 years, starting as a Senior Teaching Assistant, moving to Principal Teaching Assistant and then to Inclusion Manager. In her previous role she worked for the Pre-School Learning Alliance visiting, supporting and advising staff and committees in Pre-schools and nurseries in a designated area of Milton Keynes. Before entering education she worked in Accounts, sales and retail management.

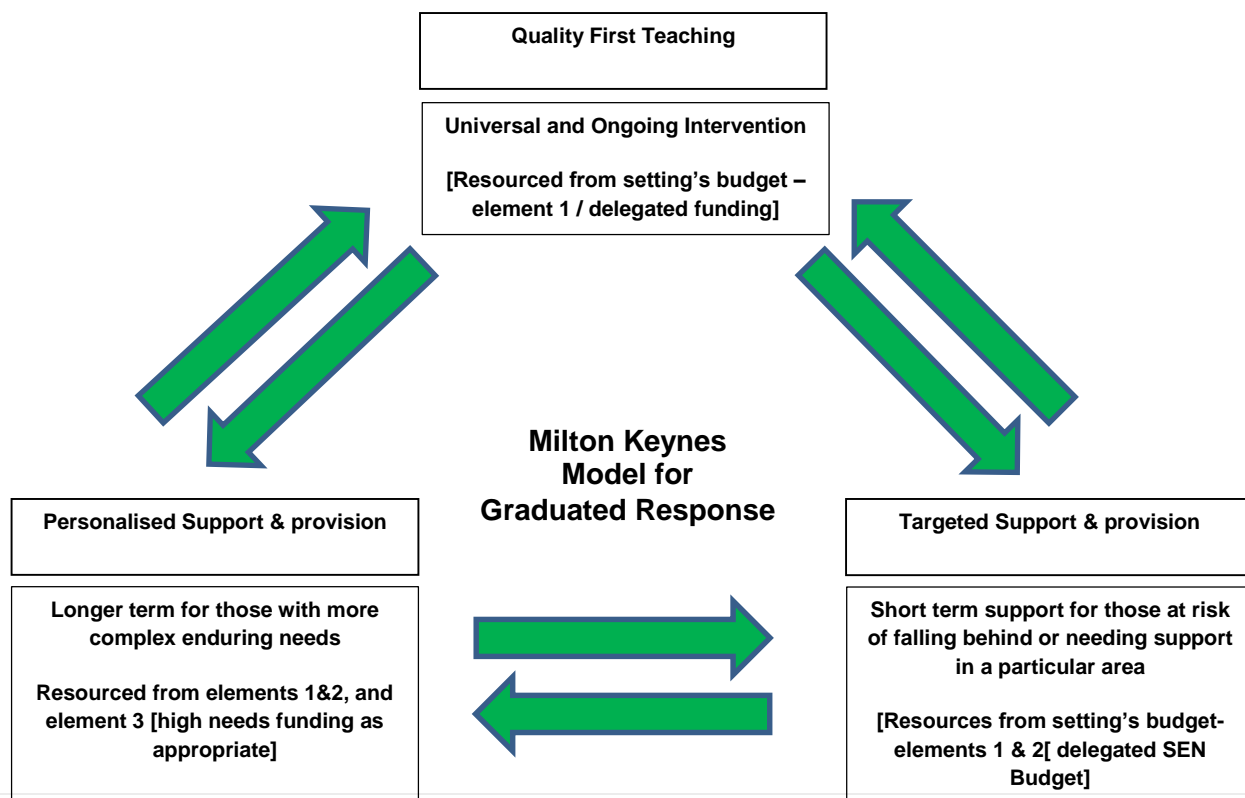
Mrs Martin believes it is important to create an environment where everyone feels valued; where self-esteem, self-confidence and the development of personal skills are nurtured and everyone is able to reach their potential.

Mrs Sally Thompson – Lead Nurture Practitioner

Mrs Thompson is the Lead Nurture Practitioner and proud creator (along with the help of her team and the twelve Year 7 student members), of 'The Link'. The Link is a newly formed provision within the school that is proving to be invaluable to the current members. In the words of one student who was previously a school refuser at primary school said, "I wouldn't come to school if it wasn't for The Link'. Through its daily provision of Home / Dining/ Free choice and Work Zones, the twelve student members are carefully guided into secondary school and taught how to be successful members of the school community and hopefully successful learners. They particularly benefit from Mrs Thompson's excellent support as she balances, clear boundaries, high expectations and fun to provide the students with a safe base that provides the security to feel free to take risks. Mrs Thompson has set up a provision that sits perfectly between the primary and secondary education, as well linking Home and School enabling students who have presented particular concern in regards to successful transition into the school.

Mrs Thompson has worked at Stantonbury for over twelve years and is experienced in working with students with Special Educational Needs with both learning and behavioural difficulties, having worked in the Inclusion faculty and as a Pastoral Support worker in that time. She believes that every child really does matter and that all students, regardless of difficulty must be given every opportunity to achieve their potential. Sally.thompson@stantonbury.org.uk

How will Stantonbury Campus support a young person who has been identified as having SEND?



Quality First Teaching is a key principle at Stantonbury. It means that, wherever possible, students are fully involved in mainstream lessons and make good progress because teachers are aware of their students' barriers to learning and plan to help them to succeed. The very nature of inclusion is that it begins in the classroom with Quality First Teaching. Once a learning barrier has been identified and all teachers have been made aware of difficulties and strategies, the classroom teacher will adjust their teaching to suit the needs of the individuals in the class.

Should your child require additional support, there are different levels available:

Targeted Support and Provision

- The classroom teacher may require making significant adaptations to their teaching and the strategies employed within the lesson in order to make learning accessible. This may be explicit and obvious through the provision of specific resources, or more subtle through seating position or the layout of the classroom. We refer to these as High Quality Teaching (HQT) Strategies and support Quality First Teaching.
- They may have access to some additional support in class by one of our Learning Support Assistants (LSAs)
- Small group and short term interventions are designed to accelerate progress in a specific area and target a particular learning barrier.

Students who have been identified as needing additional lessons in specific areas may be taught in the base. Targeted Support tend to be delivered in 6 -12 week programmes that are measured and monitored for impact in terms of curriculum progress and improved ability to access wider learning

Personalised Support and Provision

- They may be included in an intervention group. This may be run by a Specialist teacher; a Speech and Language Therapist or an L.S.A.

All interventions are planned in consultation with the Head of Inclusion or a Specialist Teacher/Practitioner.

These interventions are ongoing and provide long term support which some students, particularly those with an E.H.C.P. will require in order to access the mainstream curriculum. Intervention support falls into the following categories:

1 - Cognition and Learning

- Literacy interventions that aim to help students close the gap between themselves and their peers if they are significantly behind age appropriate expectations. These interventions work on skill development in reading; writing; comprehension and spelling.
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- Numeracy interventions that focus on the key areas of addition, subtraction, multiplication, division, space and time. The interventions explore how mathematical knowledge is to be applied to life as well as curriculum support.
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2 – Communication and Social Interaction

- Social Skills, Self-esteem, Anger Management, Anxiety Management, ASD Awareness and Self Help using CBT techniques.
 - Emotional literacy.
 - Speech and Language support, overseen and monitored by a Speech and Language Therapist.
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In class L.S.A. support

In some cases it is appropriate for students to receive additional support via a Learning Support Assistant (L.S.A.) in the classroom. The L.S.A. can then work directly with the student on specific work or skills, or can support larger groups of students while the teacher works with individual students.

Note: We do not encourage 1:1 L.S.A. support for the whole lesson as this can have a detrimental effect on a young person's independence and resilience. It can also reduce time spent directly with the teacher. 1:1 LSA support is by special arrangement and needs to be part of an LA (Local Authority) funded element of Personalised provision.

Break and Lunch club

Here students can have their lunch, use computers to do their homework (no computer games), collect their thoughts or socialize through the playing of board games or creating/making something. This provision is staffed and provides a wonderful opportunity for students to relax, bond and play.

- In the Inclusion Base this is predominantly a Key Stage 3 provision (KS4 by invitation).
 - In the communications department, this is available for students with a Communications department statement or EHCP or invited individuals with specific needs.
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Post-16 Learning Support:

Study Skills Support

Students work outside lessons with specialist LSA's to develop greater independence; develop better organizational skills; be better prepared for exams.

Break; Lunch; Study period base

Here students can have their lunch; study; access Key Worker support/ mentoring.

Looking beyond school

Students are supported in researching what options are open to them for the next phase of their life, whether this be further education or career options.

Students receive support in the writing of CV's; application forms and personal statements.

Student financial guidance

In preparation for independent living, students work with staff to develop greater understanding of all matters financial.

How do we decide on what level of support is required?

Good progress for all students is key and so you will be kept informed about your child's progress via the class teacher who will have overall responsibility for the planning and teaching of the curriculum for all their students. This process is monitored by Senior Leaders, Year leaders and the Inclusion team.

Communication between parents and teachers will take place through:

- Regular progress reports
- Parent consultation evenings
- Direct dialogue via email/telephone should you or the teachers require it.
- Appointments for face to face discussion.

Communications between school and the Young person:

It is important that the young person with SEN is consulted about the support that is being provided for them and that they are aware of what targets they are working towards. At every assessment point, students are invited to discuss with their tutor the progress towards the academic targets.

Area under current development:

All students with a recognized SEND currently have on file one of more HQT (High Quality Teaching) Strategy sheet/s in order to enable their teachers to meet their need through an adaptive approach to teaching. However we are aware that are not quite where we want to be in regards to mapping and communicating provision in school and therefore we are moving towards the creation of Personalized Provision Maps (PPM's) for all students with recognized SEND. This is an area that requires further development to enable both students and parents to have more of a say and indeed awareness of:

- How the school are explicitly supporting a young person's SEND.
- What the desired outcomes are in relation to a young person's SEND?
- What the 'next steps' are to be in achieving them?

Aims of this development:

- Impact of Provision to be reviewed every half term.
- To receive contributions from the student & parents and for each to receive a review copy.
- For PPM's to be made available for all Teachers and Learning Support Assistants who help contribute/support your child's education in order that they too can be fully aware of progress in relation to a young person's SEND.

Input from Outside Agencies:

Occasionally a child or family may need more specialist support from an outside agency. If the advice of a Specialist Teacher is required, we will ask for parents`/guardians` consent.

For other external agencies such as Specialist Teachers, Educational Psychologists & Speech and Language Therapists, parents` consent will initially be required.

Statutory Assessment (Education Health Care Plan or Statement)

If your child has a Statement of Special Educational Need, then parents are invited to a post-statement planning meeting, Annual Reviews, Transition Reviews, as required. This process is co-ordinated by the Head of Inclusion with the support of the Inclusion Operations Manager.

The Head of the School, together with a member of the School Improvement Board (representatives of the GST Trust) has overall responsibility for ensuring that Stantonbury Campus is as inclusive as possible and treat all children and staff in an equitable way.

Transitions

The arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood are as follows:

Year 6

- March – May: Stantonbury Campus Inclusion work closely with the Feeder schools to ascertain which students are likely to need additional support in the transition process. Some of those student highlighted are invited to an early transition visit/s or may become involved in work with ‘The Link’ in order to provide the students with an opportunity to feel more comfortable and aware of their new school. If the Primary Senco believes it will be helpful, the Head of Inclusion is invited to the final Annual Review of those students with and EHCP in order to develop a greater understanding of those student’s needs.
- June: All new Year 7’s are invited to experience 2 days of Induction. Students are allocated an LSA as required.

Year 7

- CATS – All students complete cognitive ability tests to support and clarify strengths and weaknesses.
- All students complete a Reading test as part of the Accelerated Reading Programme.
- Some students will be offered additional reading interventions (after October Half term).
- Some students will be invited to join The Link to facilitate a two term transition to ensure successful transition.
- Some students will be invited to come up to Inclusion to take part in literacy / numeracy booster sessions.

Year 8 & 9

- Additional support is provided for students who may need advice on the picking of optional subjects.

Year 10

- Work Experience – All students are given the opportunity to discuss appropriate Work Experience options with a special adviser. Those with additional needs will also be provided with early choice opportunities and the support of an LSA.

Year 11

- Career's Adviza – Students are encouraged to use the knowledge and experience of the Advisor service to explore Next Steps

Post 16

- Learning support will provide loads of support in timetabled study sessions. Students are guided through the processes of writing of Personal Statements, building CV's; researching appropriate courses and of course being able to prepare for the living of independent lives through the financial guidance sessions.

[Work Related Learning Policy](#)

What to do if you feel we've got it wrong:

We accept that we don't always get it right, but how we deal with those errors to move forward are incredibly important.

- Communication is key. If you feel that your child has Special Educational Needs that are not being supported, let us know – refer your concerns via the tutor, or direct to Inclusion via inclusion@stantonbury.org.uk
- If you do wish to make a formal complaint this can be done via our [Complaints Procedure](#).