



Our school priorities are V.I.P



Values:

- Stantonbury International School is fully committed to inclusion and equality will 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 – we are all on a Learning Curve, no matter what our barriers. That is why we have renamed the Inclusion Department – The Learning Curve – or TLC

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 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](#)

Fully Inclusive

It is essential that student learning takes place in the classroom; studio; lab or sports field and is facilitated by High Quality Teaching. 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 clubs, trips and visits and all young people are strongly encouraged to participate fully in all that is on offer.



The Inclusion Faculty consists of:

- **The Learning Curve (SEND)**- A suite of classrooms in a centralised location for students with additional needs.
 - The Communications and Interaction Base or “Comms”
 - Needs Assessment Suite
 - The Reading Room
 - The Classroom
- The Link, a Nurture suite designed to help ease transition, for Year 7 students.
- Access to alternative curriculum pathways – Princes Trust/ASDAN
- Welcome Centre for students with English as an additional language.
- Wellbeing Centre - Therapeutic and counselling services.

The Learning Curve team is overseen and led by the SENDCo Mrs. Rachel Calandro (SENCO) and Assistant Head Teacher, Mrs Judith Glover. In addition, there are two SEND teachers, an Inclusion Operations Manager and a Speech and Language Therapist (NHS) who works within the department for one day a week.

Further to that we have a team of 11 Learning Support Assistants (LSA's) who help to facilitate targeted learning support both in and out of the classroom. a Nurture and Pathways team (4) and

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.

Pathways and The Link form part of our alternative education provision. While they support and significantly contribute to **The Learning Curve** offer, they are also offered to students who do not have a recognized long term SEND. Assistant Head, Mr. Martin Pattison leads this provision.

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: –

- Independently resourced allocation for up to 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 (1 day a week) – referral upon request for Department Students
- 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.

Wellbeing Centre:-

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

- Parent counselling drop-in
- Student counselling drop-in
- 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 – (*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 was piloted in 2017/2018 and proved so successful it has now been moved to a larger location. New photos to be included in next SEND Report update. It is run by the Lead Nurture Coordinator, Mrs Sally Thompson.



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 more gradual 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. The members of The Link maintain the majority of their lessons within their mainstream classes, however, they also attend one group session a day in The Link. They can also attend at Break and Lunch, which relieves a lot of the pressure caused by being in the large school environment during unstructured time. This can be particularly difficult for those Year 7 students struggling with the transition into secondary school.

Numbers are kept small and entry is by invitation only. Students who accessed The Link in 2017/18 made excellent progress and were for the most part, ready to fully access school in Year 8. They still visit as ambassadors and welcome guests. One or two still have sessions in Year 8, but are much more independent.

Classification of Special Educational Needs at Stantonbury International School:

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 must 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, 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 the school with Special Educational Needs is currently 13% with 1% of students with an Education Health Care Plan.

The following table identifies the numbers of students currently identified as having SEND, 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	2	35	17	1	10	3	2	0	3	1	3	0
Y8	1	52	24	1	6	3	4	0	4	0	15	5
Y9	5	50	11	3	6	3	1	1	7	1	12	3
Y10	3	38	24	6	8	2	5	1	4	0	1	4
Y11	7	26	15	5	7	4	1	0	5	1	5	0
Y12/13	2	8	3	0	0	1	1	0	4	0	0	0
Total	20	209	94	16	37	16	14	2	27	3	36	12
Communication Dept. / Primary Need												
			Statement/ EHCP	C & L	SEMH		P & S		C & I		SLCN	
			9	3	1		1				2	
Speech and Language Dept. / Primary Need												
			2	2	0		0		0			

Categories of SEN:

EHCP - Education Health Care Plan:

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.

C & L - Cognition & Learning:

Learning difficulty, either general or specific, such as Dyslexia/Dyspraxia

SEMH - Social Emotional and Mental Health difficulties.

This can include ADHD; emotional detachment or erratic or poor or unusual behaviour.

P & S - Physical &/or Sensory

Physical, hearing or visual impairment.

C & I - Communication or Interaction

Autistic Spectrum Disorder or related.

SLCN - Speech, Language and Communication Need

Language processing/understanding or speech difficulty.

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.
- 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 Learning Curve during all Parent Consultation evenings please contact: inclusion@stantonbury.org.uk
- Direct dialogue via email/telephone with The Learning Curve Team.
- Inclusion Parent Drop-in – twice a term.
- Face to face meetings – Contact via email or phone to make an appointment.

The Team:

Mrs Rachel Calandro (BA Hons; NASENCO) – SENDCo

Rachel oversees the management of The Learning Curve and monitors the high quality teaching strategies of our students with SEND. She works 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/or Disabilities and to ensure that within the bounds of possibility, their educational needs are met. In this role, she monitors the performance of SEND students and works 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. In her direct work with students, Rachel will be using the most up to date screening resources to check for the indication of need, so that teachers can be made fully aware of how adaptations can be made within the classroom.

As the SENDCo, Rachel is responsible for ensuring that the SEND Code of Practice 2014 is appropriately applied and that students are not being further disadvantaged. Rachel 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 outcomes.

rachel.calandro@stantonbury.org.uk

Mrs Gill Martin – Inclusion Manager

Gill is the Inclusion 'Operations' Manager and her role is to ensure the effective delivery of Learning Intervention services to the school for students with an Education Health Care Plan and those with specific SEN Support requirements. She leads a team of 11 Learning Support Assistants within The Learning Curve. She draws up and manages the support timetables, co-ordinates interventions and is also responsible for the organisation and administration of all access arrangements for public examinations.

Gill'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 TLC, play board games, lego, or music and also read or discuss their favourite books in her book club.

Gill 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. Gill has been at Stantonbury 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.

Gill 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.

Gill.martin@stantonbury.org.uk

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

Antonia is a Specialist teacher trained in the teaching of students with Special Educational Needs. Originally from Spain, Antonia 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.

Antonia 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. Antonia is the lead teacher in our Key Stage 4 Alternative curriculum programme, Aspire Award. Following The Princes Trust and ASDAN's Bronze Award. She also is our EAL Co-ordinator, using her own life experience to support students new to the country.

Antonia.moreno@stantonbury.org.uk

Mrs Claudell Tabbett – SEN Teacher

Claudell works within TLC teaching a very varied, often bespoke and decidedly creative curriculum within the Princes Trust. Claudell 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. Claudell 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 Claudell, is this year going to launch the teaching of Read Write Inc – Fresh Start programme. This programme is for secondary school students who come to us with a reading age below 9 years. Fresh Start has been proved to accelerate students' reading ability enabling them to learn to read more fluently, with greater understanding and with much more confidence. This we hope will unlock the secondary curriculum for them like never before.

Claudell 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.

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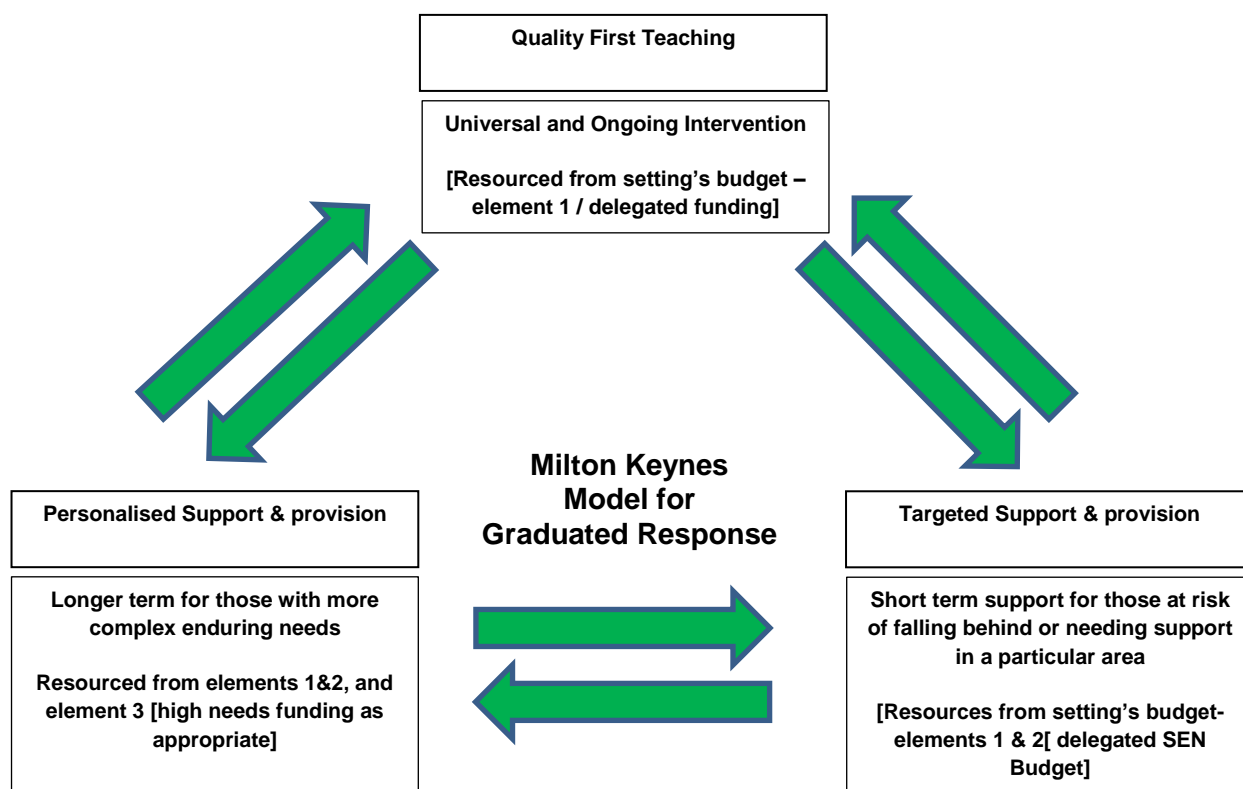
Mrs Sally Thompson – Lead Nurture Practitioner

Sally 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 Sally'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.

Sally has worked at Stantonbury for over thirteen 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 International School 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 SENDCo 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.
 - 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.
-

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.

- TLC operates a predominantly Key Stage 3 provision (KS4 if they still really need the security of the base).
 - 'Comms' 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 within TLC:

Study Skills Support

Students can access TLC 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 for improved provision:

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 International School is as inclusive as possible and treat all children and staff in an equitable way.

Milton Keynes Local Offer

Here in Milton Keynes the Local authority publishes a local offer online. This local offer is a directory of services in one place detailing information about provision that is available for children and young people in the area who have special educational needs or disabilities (SEND). This directory provides young people with SEND access to a plethora of in-school and in-community resources at the click of a button. Please click [Milton Keynes Local Offer](#) for more details.

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`s TLC team 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 SENDCo believes it will be

helpful, Mrs Calandro 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 – Week 2 of Year 7.
- 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 an extended Year 7 transition to ensure success.
- Some students will be invited to come up to TLC 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.
- Evidence is gathered for any students that may need access arrangements for formal exams.

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.
- Access Arrangements are assessed.

Year 11

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

Post 16

- Learning support can provide TLC 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](#).