

STANBURN PRIMARY SCHOOL



**Believe, Achieve, Succeed:
Learning Without Limits**

SEND Information Report 2025/26

All Harrow schools will have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND) to ensure that they make the best possible progress in school.

All Schools must:

- **Identify children with SEN and ensure provision is made in accordance with the SEND Code of Practice: 0 to 25 years**
- **Appoint a SENDCo (Special Educational Needs and/or Disabilities Co-ordinator)**
- **Invest in whole school and targeted training for staff**
- **Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEND'**
- **Provide information on school arrangements for SEND to parents and governors**
- **Consider pre-emptive (appropriate in advance) arrangements for pupils present and future with a disability**
- **Publish on their school website the school SEND policy and a description of the arrangements and specialist provisions made for children with SEND- including the accessibility plan.**

Our commitment and aspirations

Stanburn Primary School is a fully inclusive school. We ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEND, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having special educational needs when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement, because of the nature of their additional needs. Once this occurs, we generate specific needs based plans which help support their development and accelerate progress.

We aim to ensure that children with SEND at Stanburn Primary School make good progress and achieve in line with other schools nationally. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children.

Children's views are also critical in ensuring the right provision to meet children's needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have good relationships with outside agencies which assess children and advise parents and school staff.

Other useful documents such as our Special Needs and Inclusion Policy and Accessibility Plan are available on the school website. If you would like further information about what we offer here at Stanburn Primary School, then please do not hesitate to contact us directly.

Stanburn Primary School
Abercorn Road
Stanmore
Middlesex
HA7 2PJ

Phone: 020 8954 1423
Email: office@stanburn.harrow.sch.uk

Who are the best people at school to talk to about my child's SEND needs?

- Your child's **Class Teacher**, who is responsible for planning and adapting the curriculum, Quality First Teaching, personalised learning and assessing their progress. The class teacher will also liaise with other members of staff who work with your child. The class teacher is your first point of contact as they are working with your child on a day-to-day basis.
- The **Special Educational Needs Coordinator (Miss C Crane)**, who is responsible for co-ordinating all the support and intervention in the school, keeping parents informed, holding SEND reviews and liaising with all agencies involved in your child's care.
- The **Headteacher (Ms E D'Souza)**, who is responsible for the day to day aspects of the school and all the arrangements for children with SEND. The Headteacher reports to the Governing Body on all aspects of SEND in the school.
- The **SEND Governor (Mrs N Solanki)**, who is responsible for making sure the necessary support is made for every child with SEND, who attends the school.

Leadership of SEND Provision

Our Assistant Headteacher for Inclusion/SENDCo ensures that all SEND provision is made in accordance with the SEND Code of Practice: 0-25 years.

The Code sets out the following expectations:

- High quality teaching, with adaptations made to meet the individual needs of specific pupils, is available to the whole class.
- Class teachers are responsible for planning the curriculum and assessing the progress of every child in their class.
- High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
- Where progress continues to be less than expected, the class or subject teacher, working with the SENDCO, will assess whether the child has SEN.
- Where a Special Educational Need is established, the school, in partnership with parents/carers and the pupil, will work through a four step graduated response: **assess, plan, do, review**, which is cyclical, with termly reviews leading to revisions in plans and interventions.
- Where a pupil with SEND is reaching a point of transition, e.g. from primary to secondary school, the school will work with the parents and pupil to ensure a smooth and successful transition.
- Where there is sufficient evidence that a pupil's needs are still not being met through the graduated response and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education, Health and Care Plan (EHCP).
- EHC Plans are integrated support plans for children and young people with Special Educational Needs and Disabilities (SEND), from the ages of 0 – 25. An EHC Plan will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living.
- The school will annually monitor and evaluate the effectiveness of its provision for pupils with SEND.

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

Class teachers and support staff are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. Pupils will be given additional intervention sessions to close the identified gaps. Pupils who don't have SEN 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 SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher, 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 SENCO 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 SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

How will the school adapt its teaching for my child?

Your child's teacher is 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. 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 'one 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 may include:

- Modifying our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, 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, modelling worked examples, etc.
- Adapting our resources and staffing, for example deploying staff according to need, allocating interventions based on need, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, task planners, Widgit resources, etc.

What are the different types of support that may be available for children at this school?

Area of needs	Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have an EHCP
Social, mental and emotional health needs	<ul style="list-style-type: none"> • Consistent application of the school's behaviour policy • A positive supportive and nurturing environment • Circle time/PSHE curriculum • Effective use of Pupil Wellbeing Mentors • Zones of Regulation 	<ul style="list-style-type: none"> • Identification and assessment in school • Additional advice and support from outside agencies • Adaptations to the curriculum to secure engagement and progress • Support to build relationships and engage • Trained Pupil Wellbeing Mentors to overcome barriers to social inclusion • Monitoring and support during unstructured time e.g. breaks/ lunch 	<ul style="list-style-type: none"> • Interventions are implemented, reviewed and revised • Work with parents/carers to refer to CAMHS/other outside agencies as appropriate • Targeted intervention to promote social skills and emotional resilience • Adaptations to physical environment e.g. calm spaces, time out • Targeted support from our Emotional Literacy Support Assistants
Speech, language, communication and interaction	<ul style="list-style-type: none"> • Training for staff to meet the diversity of communication language skills • Strong emphasis on speaking and listening and phonics teaching • Communication friendly learning environment 	<ul style="list-style-type: none"> • Small group phonic support • Personalised support within the class • Language monitoring systems upon entry to Reception and follow up provision • SALT interventions delivered by trained staff • Social skills groups 	<ul style="list-style-type: none"> • Access to small teaching and learning groups • Additional in class TA support • Alternative communication systems • Access to personal ICT/ adapted ICT equipment • Speech & Language Therapy planned and delivered by a qualified therapist
Autistic spectrum	<ul style="list-style-type: none"> • Structured day • Positive behaviour management • Management strategies • Learning style understood • Personalised learning within lessons 	<ul style="list-style-type: none"> • Curriculum modified to take account of learning styles • Individual coaching and support from the class teacher, TAs and Learning Mentors • Use of appropriate resources e.g. visual timetables, social stories, work stations 	<ul style="list-style-type: none"> • Key teacher • Small group targeted intervention • ICT used to reduce barriers • Advice and intervention from Harrow Outreach Autism Service

Cognitive and Learning/Moderate Learning Difficulties	<ul style="list-style-type: none"> ● Adaptive teaching of the curriculum and personalised learning ● Teaching resources are accessible and appropriate ● Multi-sensory approach to learning ● Interactive environment ● Practical activities to promote engagement 	<ul style="list-style-type: none"> ● Curriculum is adapted to meet the needs of pupils ● Targeted intervention programmes ● Scaffolding used in lessons to promote inclusive teaching ● 1:1 reading alongside intervention programmes 	<ul style="list-style-type: none"> ● Access to small teaching and learning groups ● Additional in class TA support ● Additional specialist teaching support ● Educational Psychology assessment / support ● Access to personal ICT/ adapted ICT equipment
Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)	<ul style="list-style-type: none"> ● Referrals to Harrow Children's Sensory Team ● Provision of specialised equipment ● Curriculum is adapted ● Seating position within class prioritised 	<ul style="list-style-type: none"> ● Modified learning environment ● Learning support ● Occupational Therapy and Physiotherapy from experienced TAs working from Therapy plans ● Mobility and care plan management ● Liaison with a range of medical professionals as needed - assistance via School Nursing Team 	<ul style="list-style-type: none"> ● Individual protocols and plans for children with significant physical and or medical needs ● Additional modifications to the school environment ● Additional resources to reduce individual barriers to learning ● Occupational Therapy and Physiotherapy from qualified therapists ● Access to external advice and assessment ● Advice and outreach from Children's Sensory Team

How will I know how well my child is doing at school?

In our school we have:

- An open door policy - parents are welcome to make an appointment at any time
- Effective partnerships between parents/carers and teachers - we will communicate regularly
- Termly meetings to review your child's SEND Support Plan, working in partnership to set personalised SMART outcomes (specific, measurable, achievable, relevant, and timely).
- If your child has an EHC Plan there will be formal meetings, often attended by external professionals, where progress is reported on, and a report written and available.

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. We will continually assess your child during lessons and in interventions in order to track progress and measure the impact of any intervention.

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 SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.



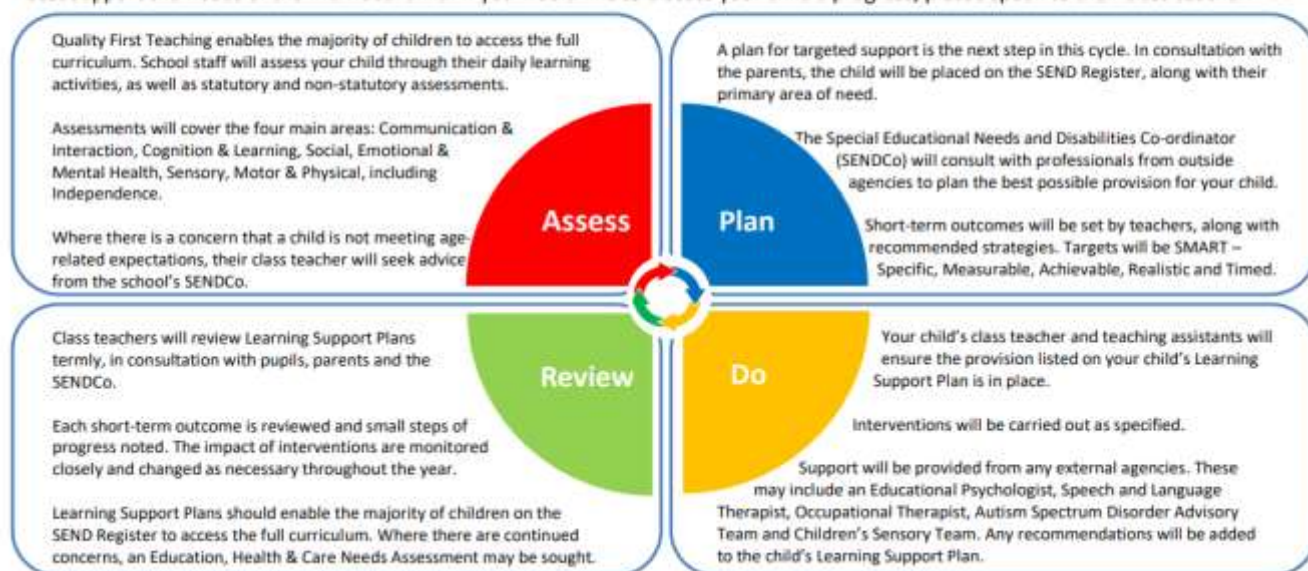
Stanburn Primary School – Our Graduated Approach for Inclusion

Believe, Achieve, Succeed - Learning without Limits.

Our vision: To nurture a community of aspirant learners to achieve excellence.



The cycle of 'Assess, Plan, Do, Review' is followed for all children on the SEND Register. Learning Support Plans are reviewed and shared with parents termly. We value parents' contributions to these plans and actively encourage this collaborative partnership to best support the needs of the individual child. If you would like to discuss your child's progress, please speak to their class teacher.



How will I know my child will be included at school?

Our policies and practices are inclusive to ensure that all children are able to engage and make progress. Adaptive teaching ensures that our broad and balanced curriculum is available to all and we strive to include opportunities for pupils with SEND in our extra-curricular offer.

Our school environment has been developed to ensure that it is welcoming and purposeful, with careful thought on sensory input, access to calming spaces and the provision of specialist SEND equipment for individual pupils. We have a clear Behaviour Policy outlining our zero tolerance stance on bullying.

What training and expertise do staff have to support pupils with SEND?

We work closely with a range of external professionals, for example Educational Psychologists, Speech and Language Therapists, Occupational Therapists, the Autism Advisory Service and Hearing and Vision Specialists. These professionals share their expertise with staff through whole staff and group training, as well as individual support targeted at supporting the individual needs of the child.

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

Wellbeing support is vital to ensure that our pupils feel safe, happy and comfortable in order to be ready to learn. Class teachers and teaching assistants form strong relationships with pupils and will raise any concerns they have about a pupil's social, emotional or mental health.

The school's Pupil Wellbeing Mentors are trained to deliver specific interventions where needed and can offer a range of strategies to support our pupils as and when the need arises. This pastoral support can be on a 1:1 basis, paired or in small groups, depending on the identified needs. Further support may be sought from external agencies, working in partnership with parents.

How do you support pupils with a disability?

We are committed to providing an accessible environment and wherever possible, we make reasonable adjustments to ensure that the physical school environment is accessible to all.

Our Accessibility Plan is available on the school website, and outlines our pledge to implement further strategies to increase access to education for disabled pupils.

Pupils with a disability will not be treated less favourably than other pupils and our Equality Objectives will be promoted to ensure that provisions are non-discriminative.

What is an Additionally Resourced Mainstream School?

Stanburn is an Additionally Resourced Mainstream School and has specialist provision for a small group of children with Moderate Learning Difficulties, all of whom have an EHC Plan. There are 12 places in Sunbeams and the children who access this provision spend up to 50% of their time in their mainstream classes. Further information, including admissions criteria, can be found on the school's website.

What happens if my child with SEND makes very little progress at school?

- Parents are encouraged to make an appointment with the class teacher if they have concerns about attainment, achievement, progress or happiness in school.
- Where a child with SEND continues to make little progress despite the support provided by the school's SEND provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory assessment of the child's SEND either as set out in the SEND Code of Practice or through a request for an Education Health and Care Plan.
- Governor Involvement: All schools have a designated SEND Governor responsible for making sure the necessary support is available for every child who attends the school.

The Harrow Local Offer

The Harrow Local Offer sets out the services and support available in Harrow for children and young adults under the age of 25 with SEND

<https://www.harrow.gov.uk/send-local-offer>

If you need to complain

Any complaints can be raised as per the school complaints procedure, which details how all complaints and concerns should be made.