



# Stanburn Primary School – Our Graduated Approach for Inclusion

*'Believe, Achieve, Succeed – Learning without Limits'*

*At Stanburn Primary School we have an ethos of inclusion and high expectations for all.*



The cycle of **'Assess, Plan, Do, Review'** is followed for all children on the SEND Register. SEND 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.

Quality First Teaching enables the majority of children to access the full curriculum. School staff will assess your child through their daily learning activities, as well as statutory and non-statutory assessments.

Assessments will cover the four main areas: Communication & Interaction, Cognition & Learning, Social, Emotional & Mental Health, Sensory, Motor & Physical, including Independence.

Where there is a concern that a child is not meeting age-related expectations, their class teacher will seek advice from the school's SENDCo.

**Assess**

**Plan**

A plan for targeted support is the next step in this cycle. In consultation with the parents, the child will be placed on the SEND Register, along with their primary area of need.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) will consult with professionals from outside agencies to plan the best possible provision for your child.

Short-term outcomes will be set along with recommended strategies. Targets will be SMART – Specific, Measurable, Achievable, Realistic and Timed.

Class teachers review SEND Support Plans termly, in consultation with pupils, parents and the SENDCo.

Each short-term outcome is reviewed and small steps of progress noted. The impact of interventions are monitored closely and changed as necessary throughout the year.

SEND Support Plans should enable the majority of children on the SEND Register to access the full curriculum. Where there are continued concerns, an Education, Health & Care Needs Assessment may be sought.

**Review**

**Do**

Your child's class teacher and teaching assistants will ensure the provision listed on your child's SEND Support Plan is in place.

Interventions will be carried out as specified.

Support will be provided from any external agencies. These may include an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Autism Spectrum Disorder Advisory Team and Children's Sensory Team. Any recommendations will be added to the child's SEND Support Plan.



*Every child has the right to an education.*



*Education must develop every child's personality, talents and abilities to the full.*

*The best interests of the child must be a top priority in all decisions and actions that affect children.*

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