



SEND Information Report 2026 - 2027



1. Types of SEND:

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. The SEND Code of Practice 2015 defines Special educational provision as educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Our vision is to create an environment where every learner, regardless of their background, ability, identity, or personal circumstance feels welcomed, valued, and empowered to achieve their full potential. At Stowupland High School we make provision for the following areas of need:

1. Communication & Interaction (C&I) Needs
2. Cognition & Learning (C&L) Needs
3. Social, Emotional & Mental Health (SEMH) Needs
4. Sensory and/or Physical needs (S&P) Needs

Our Mulberry Unit is a Cognition & Learning Unit. Students need an EHCP to access this provision. Via the unit students access an exciting curriculum. English Maths and other subjects are taught within the Mulberry. A proportion of specialist subjects are taught in mainstream classrooms with subject specialist teachers and specialist support staff from the Mulberry Unit.

2. Identifying Need (Assess)

All learners complete a series of assessments when they join Stowupland High School. This provides a robust picture of a young person's strengths and areas of development building upon information gathered from their primary or previous school. We complete the following assessments:

- Cognitive Ability Tests (CAT) - *assess a person's reasoning abilities (how well they can work things out) in three main areas: verbal (words and language), quantitative (numbers and mathematical concepts), and non-verbal (shapes, patterns and spatial awareness).*
- NGRT Reading Test - *Assesses reading accuracy and comprehension skills to identify if a learner can read at the expected level for their age and pinpoint specific areas where they might need extra help.*
- Language Link Speech & Language Screener - *Assesses a learner's understanding and use of spoken language, including following instructions, forming sentences, and using vocabulary, to identify any speech and language difficulties that might affect their learning.*
- Transition Information, Parent/Carer Concerns and Key Stage 2 SAT Results.

Termly assessments, close monitoring of attendance and behaviour data and analysis of Teacher Concerns are used to identify potential needs. If concerns are raised either through lack of progress or a SEND Referral Form (SRF), additional screening will be used to understand the barrier to learning. At this stage, parents and the learner will be included in early discussions of what provision may be made for their needs. The flowchart below demonstrates how we respond to identification of a potential need.

3. Admission & Transition

Students with SEN Support apply to Stowupland School via the Suffolk County Council Schools Places website. If a child has an EHCP, parents/carers can request a consultation in an annual review, typically at phase transfer, for either Stowupland High School or The Mulberry Unit.

Key Stage 2 to Key Stage 3

An extensive transition offer is made available for students in Year 6 transitioning to Secondary School. This includes multiple visits to primary schools from key staff, additional transition afternoons for identified students, an open evening presentation specifically for SEND and parent drop-in meetings in the summer term, before transition. Where possible the SENCo will attend Year 6 transition reviews for learners who have an EHCP.

Key Stage 3 to Key Stage 4

Students with SEN are supported through their option choices when moving from Key Stage 3 to Key Stage 4. Meetings with Progress Leaders and/or the SENCo are available for young people and their parents, in addition to parents evening, to discuss their option choices.

Post 16

Key information is shared with Post 16 providers to support transition to further education. Students and their parents are involved in this process via the annual review in Year 11. For students with an EHCP, post-16 providers can be invited to transfer reviews in Year 11 where possible. Careers advice is given as part of our Universal Support for all Year 11 students.

4. Teaching Students with SEN (Plan & Do)

We believe that all learners can succeed and that High Quality Teaching delivered through our evidence based Ordinarily Available Provision, is the first step in responding to pupils' known or emerging needs. Our graduated response describes the provision made for learners at different stages of need. Staff are regularly trained on knowing when and how to adapt their teaching to respond to needs. Where necessary, expert training is secured so that Teachers are able to adapt their teaching adequately.

We will inform all parents/carers if your child is added onto the SEN register. We will also inform you if your child has made necessary progress and no longer needs to remain on the SEN register.

Stage	Provision
1 - Ordinarily Available Provision (Universal)	<i>“High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN” SEND Code of Practice (2015)</i> Universal provision is the consistently high-quality teaching that all students are entitled to receive. Each school has a teaching framework that sets out this universal provision and the Learning Journey provides the primary structure through which this entitlement is delivered. The framework is built on strong, evidence-informed foundations of how children learn and what makes good teaching. It provides an inclusive approach so that all children feel they belong, can achieve and are supported to thrive at school. By using this shared framework as our universal offer, teachers are equipped to meet students’ needs early and reduce the risk of needs escalating. Support & Provision ● High-quality, explicit instruction led by the teacher ● Structured learning routines that secure participation and attention ● Teaching that builds memory and understanding over time ● Inclusive classroom communication and language support ● Guided and independent practice supported by scaffolding and feedback ● Assessment, participation and reflection embedded in everyday teaching ● A safe, inclusive environment that promotes belonging and aspiration
2 - Evidence Gathering	<i>“...where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN...the student’s response to such support can help identify their particular needs.” SEND Code of Practice (2015).</i> Stage 2 is a short, time-limited period of evidence gathering for students who are not making expected progress despite high-quality universal teaching. During this stage, the class teacher, supported by the SENCo, closely monitors a specific area of difficulty and implements targeted adaptations and additional short-term support to assess impact. Students remain off the SEN register, and responsibility stays with the class teacher. Evidence gathered informs whether needs can be met through strengthened universal provision or whether formal SEN Support is required. In addition to the ordinarily available provision, the classroom teacher will: ● Target and intensify universal strategies to address a specific area of need using Appendix B ● Provide focused in-class support during guided and independent practice ● Use planned scaffolding (e.g. models, sentence starters, chunked tasks) ● Make refined classroom adaptations (seating, grouping, pacing, resources) ● Increase the use of formative assessment to monitor impact over time The SENCo may support through short, time-limited advice or intervention and support evidence gathering.

3 - SEN Support (K)	<i>“...A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”, and that this provision is “additional to or different from that made generally for others of the same age in mainstream schools.” SEND Code of Practice (2015).</i> Stage 3 of the Graduated Approach is SEN Support, at which point a student is placed on the SEN register (SEN K). This happens when evidence shows that, despite targeted support and high-quality teaching, a student continues to make less than expected progress. Students at SEN Support have an Individual Support Plan (ISP) which sets out clear targets and strategies for teachers to follow, within a graduated assess, plan, do, review cycle. Placement on the SEN register is not permanent. Where outcomes are met and barriers reduce, students may return to being supported through universal provision alone, with progress reviewed regularly. All learners in receipt of SEN Support (SEN K) have an Individual Support Plan, their provision is outlined in this document. Teachers and support staff use these documents to make their best endeavours to support learners' needs.
4 - Education, Health & Care Plan (EHCP)	<i>“The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes.” SEND Code of Practice (2015).</i> Stage 4 is specialist provision for students with an Education, Health and Care Plan (EHCP). An EHCP is a legal document that identifies a student’s special educational, health and social care needs and specifies the outcomes and provision required to meet them. The SENCo coordinates the implementation of the plan and maintains a provision map or ISPP plan that sets out targets and strategies for staff to follow. EHCPs are reviewed at least annually, and provision is adjusted as needs change. All learners with an EHCP have an Individual Support Plan, their provision is outlined in this document. Teachers and support staff use these documents to make their best endeavours to support learners' needs.

All learners with an Individual Support Plan (SEN K or EHCP) have carefully considered SMART targets. Targets are informed by evidence gathered through the graduated response, including EHCP outcomes, screening and diagnostic assessments, teacher assessment and classroom observation, and the outcomes of interventions. Advice from external specialists, alongside student and parent voice, also contributes to this understanding. Teachers use ISP targets to inform lesson planning and adaptive teaching. They guide the use of scaffolding, modelling and support within lessons, shape questioning and feedback, and provide a focus for monitoring progress within and across lessons.

Students who are identified as SEN Support may be enrolled in one or more of the following interventions.

Communication & Interaction	Cognition & Learning
TalkAbout for Teenagers Language Link Language for Behaviour	Reading Interventions - Lexonik, Lexia, 1:1/Small Group Reading, Spelling Interventions Numeracy Intervention
Social, Emotional & Mental Health	Sensory & Physical

NHS Mindmate Wellbeing Programme Access to the Mental Health Support Team (NHS) Benjamin Foundation Counselling Language for Emotions	Fine Motor Skills Touch Typing Handwriting Intervention
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5. Evaluating Provision (Review)

Students with SEND have their progress reviewed termly as per our Graduated Response.

Stage	Evaluation
1 - Ordinarily Available Provision	In class assessments,
2 - Evidence Gathering	In addition to Stage 1: • Evidence gathering methods e.g. short term intervention will provide information to the SENCO
3 - SEN Support	In addition to Stage 2: • Targets are reviewed within the structured assess–plan–do–review cycle. At SEN Support, this typically takes place termly, while for students with an EHCP, progress is monitored termly alongside the annual statutory review.
4 - Education, Health & Care Plan (EHCP)	In addition to Stage 3: Parents are invited to collaborate and review progress with us. Specifically at these points throughout the year. • Annual Review • Progress Review Meeting • Teacher feedback on progress towards the annual target.

6. Adapting the Environment

All key facilities are accessible due to the layout of the school building. An accessibility plan is available on our School Website, linked [here](#).

When required, we work closely with the Visual and Hearing Impairment support teams and Disability Support teams, amongst others. All services are contacted where necessary and appropriate, according to each child's needs. If your child requires specialist equipment or other facilities and you would like to discuss this, please contact Mr Walters (SENCO).

We have a robust and rolling process for identifying Access Arrangements for public exams. Where there are identified needs and access arrangements are the learner's normal way of working, a qualified assessor conducts assessments to provide the necessary evidence for the Joint Council Qualifications (JCQ) in Key Stage 4. Some pupils will qualify for one or more of the following access arrangements: extra time, rest breaks and in some cases, a reader or a scribe. We will inform parents/carers if the JCQ has agreed an exam concession.

7. Securing Equipment

When needed, the school liaises with the Local Authority to procure specialist equipment to support children and young people to access their learning. The school will also purchase equipment to support learners with SEND, such as laptops; coloured overlays and exercise books; adaptive stationary; computer software.

8. Enabling Students with SEND to Engage in All Activities

Our school trips and extra-curricular activities are open to all students, including students with SEND, as part of our inclusive practice in school. Where necessary, adaptations are made and individual risk assessments are completed on a case by case basis.

9. Improving Emotional & Social Development

All students, including those with SEND, are allocated to a form tutor. The form tutor is the first point of contact for students and parents/carers if they have any concerns regarding the social, emotional or mental health of a student. The Inclusion team offers additional support for those students with SEMH needs. The graduated approach to supporting students is applied and teaching staff use a SEND Referral Form to highlight concerns. In addition, the DSL will alert the SENCo to any students with SEMH who require intervention.

The SENCo will then signpost support through external agency intervention, if deemed appropriate. We work with the Mental Health Support Team (MHST) to provide access to early help for mental health. Parental involvement and agreement triangulate the support offered to the student.

10. Working with Outside Agencies

We can access a range of services including but not limited to:

- Emotional Wellbeing Hub (EWH)
- Social Care
- School Nurse Services
- Educational Psychology Services including the Inclusion Facilitation Team
- Youth Support Team
- Speech and Language Services
- CAF/TAC Services
- Virtual School
- Dyslexia Outreach Support
- Raedwald Trust
- SENDIASS
- Outreach ICT Assessment
- Specialist Educational Services (SES)
- Suffolk Young Carers
- Hearing Impairment specialists
- Visual Impairment specialists
- Anglia HealthCare Trust
- The Benjamin Foundation

11. Complaints

In the first instance, contact your child's form tutor or subject teacher if you would like to raise a concern. Concerns relating to SEND support should be forwarded to the SENCo, who will then contact you to discuss your concern in more detail. Details of how to share a concern or to make a complaint are set out in our Complaints Procedure found [here](#).

12. Local Authority Offer

Our Information Report forms part of the Suffolk Local Offer. Our contribution to the Local Offer can be found here:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=9e7JsZSSpjs>

The Suffolk Local Offer can be found here:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

13. Support for Parents of Pupils with SEND

SEND Family Services, West Suffolk: sendws@suffolk.gov.uk

SENDIASS for independent advice: <https://suffolksendiass.co.uk/>

14. SENCO Contact Information

Mr Thom Walters

Assistant Principal: SENCO

sendco@stowuplandhighschool.co.uk