



# SEND Information Report

## Stowupland High School 2023 - 2024

Stowupland High School is a fully inclusive school with a strong commitment to meet the needs of all of our students.

Our SEND information report, which is part of the [Suffolk Local Offer](#) for learners with Special Educational Needs and Disabilities (SEND), has been produced with input from our students, parents/carers, the John Milton Academy Trust (JMAT) and members of staff. Within its aims, Stowupland High School is committed to equal opportunities, with students being encouraged to achieve their full potential regardless of their academic or physical abilities. We achieve this through the provision of a balanced and challenging curriculum in both content and learning style.

The SEND information report provides information regarding the ways in which we provide support for all of our students identified with SEND.

The information required to be included in this SEND Information Report is set out in Schedule 1 of the SEN and Disabilities (SEND) Regulations 2014 and paragraphs 7.79 to 6.81 of the SEND Code of Practice (COD) 2015.

The Special Educational Needs & Disability - Regulations 2014, Schedule 1L Information to be included in the SEND information Report can be found at <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

## What is SEND?

- **SEND** or Special Educational Needs & Disabilities is when a young person requires **special provision** to be made for in and around the classroom.
- **Special Provision** is the adaptation to teaching and learning that is additional or above the provision made for all learners (*outside our universal offer*).

## Types of Special Educational Need

As a mainstream provision Stowupland High School provides support for four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotion and Mental Health
- Sensory and/or Physical

## Supporting SEND in Class & Adapted Practice

### Universal Offer, High Quality Teaching & Individualised Learning Plans

- All learners are supported through High Quality Teaching (HQT) in the classroom.
- Our universal offer is designed to provide teachers with a repertoire of strategies that can be adopted into daily teaching that can meet most needs of most learners.
- All staff have access to the Individualised Learning Plans of our young people with SEN on stages 3 to 5 of our Graduated Approach. These plans include descriptions of their known barriers to learning, suggested strategies to support this need and SMART SEND Targets with guides on how to adapt practice.
- When a student is in Year 9 or approaching the start of KS4, if required, we will organise for your child to be assessed and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

### The Learning Hub & Additional Resources

- We have a well-resourced facility, The Learning Hub, where students receive personalised interventions to meet their SEND needs.
- Resources are allocated based on evidence of need and a personalised provision is put into place in line with the specific needs of our SEND students. Small group and 1-1 provision is offered to specific groups and individuals in response to any established need.
- Students with an EHCP will have allocated resources and provision identified and reviewed through the process of their Annual Review. SEN Support students on the SEN Register will have resources allocated according to evidence of their personalised need.

### Adapting Learning & the Environment

- Our students follow a broad and balanced curriculum. However, we do support a number of students with a personalised curriculum that is matched to their individual needs, interests and abilities.
- This may include the additional option choice of 'Progress Plus' and include the opportunity to study Functional Skills, literacy and numeracy; nurture activities; timetabled Learning Hub provision or intervention group work.
- A large proportion of the main teaching and meeting rooms are situated on the ground floor. Our library facility, drama studio, sports areas and access to the dining area and canteen are situated on the ground floor. Assemblies are held in the ground floor facilities.
- An accessibility plan is available on our School Website, linked [here](#).
- We are able to access a range of services including advice and support from visual and hearing impaired support teams and disability support teams amongst others. All services are contacted where

necessary and appropriate, according to your child's needs. If your child requires specialist equipment or other facilities and you would like to discuss this, please contact Mr Walters (SENCO)

#### **Staff Development and Knowledge of SEN**

- All teaching staff are teachers of SEND. In addition, we have an Inclusion team made up of the
- following staff:
  - SENCO
  - SENCo Assistant
  - Intervention Manager
  - High Level Teaching Assistants (HLTA)
  - Teaching Assistant
- Staff training is designed around the needs of our learners.
- School CPD supports the further development of the classroom and supports teaching skills to support students with SEND. Staff who are new to the school follow an induction programme which includes training/ information on SEND.

### **Emotional, Mental and Social Development**

Our learners with additional needs are wholly involved in the school community. 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 SEND – SEMH. The graduated approach to supporting students is applied and teaching staff use an 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.

The newly formed Mental Health Support Team (MHST) and experienced Inclusion Lead hold consultation meetings every other week. Progress teams present those students who have been identified as having SEMH need to the team. Parental involvement and agreement triangulate the support offered to the student.

We have a qualified Emotional Literacy Support Assistant in School who has allocated time within the week to meet, engage and support learners SEMH needs.

## Identification of SEN

### KS2 to KS3 Transition

When a student first joins Stowupland High School, we consider information from a range of sources to help identify any Special Educational Needs and Disabilities (SEND) or other needs.

Information is gained from parents/carers; end of KS2 data; Primary school transition information and data; base-line NGRT assessment; 'Getting to Know You' booklets; Specialist colleagues previously involved with your child and external agencies.

All of this information is collated and an extensive Transition Program is developed around the cohorts individual needs.

## Identification of SEN

Subject Teachers, Form tutors, Progress Leaders, Subject Leaders and Senior staff closely monitor the progress and attainment of all learners in the school.

If they feel that progress is not being made as expected and adaptations from the Universal Offer have not supported learning they can refer to the SENCO via a Send Referral Form (SRF). This triggers the first aspect of the Assess Plan Do Review (APDR) cycle which underpins all SEN work as outlined in the Code of Practice.

We use the APDR cycle to work through our Graduated Approach to appropriately and confidently identify any Special Educational Need.

### 7Cs Language Learning Portfolio

The 7Cs is a strengths based approach taken from the work of Judith Carter and her publications 'SEND Assessment'.

We use the 7Cs Language to identify a pupils strengths to learning and areas of development rather than specifically focusing on any identified barriers that they already have.

The 7Cs portfolio lists 49 attributes that can either be a learner's strengths or their areas of development.

#### Strengths

Many conversations around SEN focus on what can't be achieved in the same way as others. We ask that parents and learners discuss where they're strengths are.

#### Areas for Development

As part of our Assess Plan Do Review cycle we ask classroom teachers to report on which of the 7Cs attributes are currently areas of development for our learners on Stages 3 & 4 of our Graduated Approach. 3 of these attributes are then identified and SMART SEND Targets are set on a learners Individualised Learning Plan along with suggested adaptations that can support learning in the classroom.

*\* Please note that learners with an EHCP will have targets set outside of the 7Cs language of SEND based on their outcomes within the EHCP.*

#### Cognition

- Working Memory
- Speed of Processing
- Inference
- Anticipation
- Reflection
- Evaluation
- Analysis

#### Communication

- Expressive Vocabulary
- Articulation
- Language & Understanding
- Collaboration Conversation
- Listening
- Social Communication
- Social Interaction

#### Creativity

- Generate ideas
- Problem solving
- Attention
- Motivation
- Making things
- Courage
- Trust

#### Control

- Self Regulation
- Behaviour for Learning
- Anxiety Management
- Confidence
- Resilience
- Language of Emotions
- Independence

#### Compassion

- Friendships
- Turn Taking
- Empathy
- Sense of Justice
- Self Esteem & Wellbeing
- Self Efficacy
- Support for Others

#### Co-ordination

- Fine Motor Skills
- Gross Motor Skills
- Sensory
- Mobility
- Stability & Balance
- Posture
- Sensory Processing

## Graduated Approach

The Assess Plan Do Review cycle is used to move through the stages of the Graduated Approach in order to fully and holistically, investigate, understand and meet the needs of our learners. The stages are fluid and learners can move between stages.

Stage	Identification of SEN (Assess)	
<b>1</b>	<p><b>Universal Offer</b></p> <ul style="list-style-type: none"> <li>Level of support offered and accessed by all students in the classroom.</li> <li>Classroom teachers adapt practice using the universal offer</li> </ul>	<ul style="list-style-type: none"> <li>Identified by Classroom teachers when learners are not making expected progress</li> <li>NGRT<sup>1</sup> Reading Assessment</li> <li>KS2 Assessment Data</li> </ul>
<b>2</b>	<p><b>Supported Provision</b></p> <ul style="list-style-type: none"> <li>Universal offer plus additional intervention e.g. dyslexia intervention</li> <li>Have a One Page Profile that explains</li> </ul>	<ul style="list-style-type: none"> <li>Identification of barriers to learning via in class/teacher based assessments</li> <li>Barrier to learning would benefit from intervention</li> </ul>
<b>3</b>	<p><b>Targeted Provision</b></p> <ul style="list-style-type: none"> <li>Formally SEN Support and added to the SEN register receiving SEN Support.</li> <li>Have an Individual Learning Plan (ILP).</li> <li>Strengths identified via parents/carers and young person.</li> <li>Termly reviewed SMART SEND Targets including subject specific targets where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>SEND Referral Form completed by Teacher, Subject Leader or Progress Leader</li> <li>Investigation of need by SENCO.                             <ul style="list-style-type: none"> <li>Formative/summative data reviewed                                     <ul style="list-style-type: none"> <li>KS2 SATs</li> <li>Reading Age/Comprehension (NGRT)</li> <li>Progress Data</li> </ul> </li> <li>Standardised Baseline assessments:                                     <ul style="list-style-type: none"> <li>BPVS - receptive language</li> <li>Access Maths</li> <li>NGRT Reassessment.</li> <li>IDL Screening for SpLD</li> </ul> </li> </ul> </li> </ul>
<b>4</b>	<p><b>Targeted Provision Plus</b></p> <ul style="list-style-type: none"> <li>Same as Stage 3 - Targeted Provision</li> <li>External specialist referrals made including:                             <ul style="list-style-type: none"> <li>SALT<sup>2</sup></li> <li>SES<sup>3</sup></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Progress/attainment in learning not made despite bespoke strategies and adapted practice.</li> <li>Referral to specialist service evidencing impact of adaptive practice through APDR.</li> <li>Educational Health Care Needs Assessment has been accepted.</li> </ul>
<b>5</b>	<p><b>Expert/Specialist Provision</b></p> <ul style="list-style-type: none"> <li>Has an EHCP</li> <li>EHCP Assessment Request Made</li> <li>Bespoke and detailed IEP with Small Step SMART Targets</li> </ul>	<ul style="list-style-type: none"> <li>Progress within setting is not being made despite high levels of additional support.</li> <li>Health or Social Care needs impacting educational progress.</li> </ul>

<sup>1</sup> New Group Reading Test

<sup>2</sup> Speech & Language Therapist

<sup>3</sup> Specialist Education Services

## Reviewing Progress

- All students, including those with SEND, are assessed on a regular basis, in accordance with the Stowupland High School Assessment Policy.
- The assessment of progress is communicated with parents/carers through a report that is shared with students and parent/carers. Additionally the SENCo, will closely track and evaluate the progress of SEND students alongside the subject staff, Subject Leaders and Progress Leaders.
- All students with an EHCP have an Annual Review. SEND students who are on the SEN register will also have a termly review.

## Enabling Learners with SEN to engage in activities available to those without SEN

- We have a wide variety of extra-curricular activities that are open to all students, including students with SEND.
- Additionally, we run a range of activities to support SEND/Pupil Premium students. These include: lunch-time and break-time 'Friendship Group' and 'Learning Hub Group' and newly evolving groups.

## Involving Learners, Parents and Carers

Learners and their parents and carers are involved at key points in our APDR cycle/Graduated Approach. Throughout school all learners and their parents and carers are involved in contributing their voice to their learners' education.

### We will communicate and consult with you in the following ways:

- Through a Key Worker, if allocated to support your child e.g. Progress Leader or Form Tutor.
- Direct liaison and contact with our SENCo Assistant or SENCo
- The opportunity to review your child's Individualised Learning Plan via our Provision Map software.
- Through your attendance at planned Annual Review meetings or termly SEND meetings
- The opportunity to make an appointment to meet the SENCo on each parent/tutor evening

In addition to the school reports you receive about your child's progress in class we will at key points throughout the year review the progress they have made towards their SEND SMART Targets as part of the review aspect in the APDR cycle. You child and yourself will be invited to contribute your thoughts to the review.

### How you can support us to encourage your child to fully engage with their learning and any interventions offered:

- Help them to organise themselves at the start of each school day by checking that the right equipment and books are in their bags
- Full attendance and punctuality
- Checking their homework or messages from teachers on SatchelOne
- Attending all meetings specifically arranged for your child
- Attending parent/tutor evenings

Students are encouraged to take part in the 'Pupil Voice' activities; regularly evaluating their work in lessons; attending progress review meetings; discussing agreed targets and reflecting on their learning through activities in class.

Students are also invited to all SEND review meetings and, if allocated, have access to their named Key Worker, who will support them to evaluate and review their progress in school.

## Involving Other Professionals

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

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

The close liaison between the Inclusion Lead and the newly formed MHST has now reduced waiting times for the EWH and assessment of students.

## Making a Complaint

- In the first instance contact your child's form tutor or subject teacher if you would like to raise a concern. If additional SEND support is needed then your concern should be forwarded to our SENDCo, 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 which is published on the John Milton Academy Trust's website via this [link](#).

## Seeking Advice & Useful Contacts

Name/ Organisation	Information	Contact Details
<b>Thom Walters</b> SENCO	Mr Walters is the Schools Special Education Needs Coordinator for Stowupland High School	<a href="mailto:sendco@stowuplandhighschool.co.uk">sendco@stowuplandhighschool.co.uk</a> Stowupland High School Church Road Stowupland Suffolk IP14 4BQ Tel: 01449 674827
<b>SENDIASS</b>	Provides unbiased information and advice about what the law says, the local authority's policies and procedures and about the policy and practice in local schools and other settings.	<a href="https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/send-i-ass">https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/send-i-ass</a>
<b>National Autistic Society</b>	Provides support for young people and families of young people with Autism and professionals.	<a href="https://www.autism.org.uk/">https://www.autism.org.uk/</a>
<b>Research Autism</b>	Research Autism is the only UK charity exclusively dedicated to research into interventions in autism.	<a href="https://www.autism.org.uk/directory/r/research-autism">https://www.autism.org.uk/directory/r/research-autism</a>
<b>SEN Transport Support</b>	Make decisions about transport support as part of the decision-making arrangements for children with special education needs.	<a href="https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sen-transport-support">https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sen-transport-support</a>
<b>Specialist Education in Suffolk</b>	Information regarding Specialist Education in Suffolk.	<a href="https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=5XcR7C-LNUs">https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=5XcR7C-LNUs</a>
<b>SEND Local Offer</b>	Information, advice and services for children and young people with SEND in Suffolk.	<a href="https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=1">https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=1</a>



<b>Interpreting &amp; Translating Service</b>	Find out about the interpreting and translation services Suffolk offers to people who need assistance to access their services.	<a href="https://www.suffolk.gov.uk/about/web-accessibility/interpreting-and-translating-services">https://www.suffolk.gov.uk/about/web-accessibility/interpreting-and-translating-services</a>
---	---	---

## SEND Glossary

Term	Explanation
Code of Practice 2015	
SENCO	Special Educational Needs Coordinator