

# SEND Information Report 2025 - 2026

## Stowupland High School

### 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

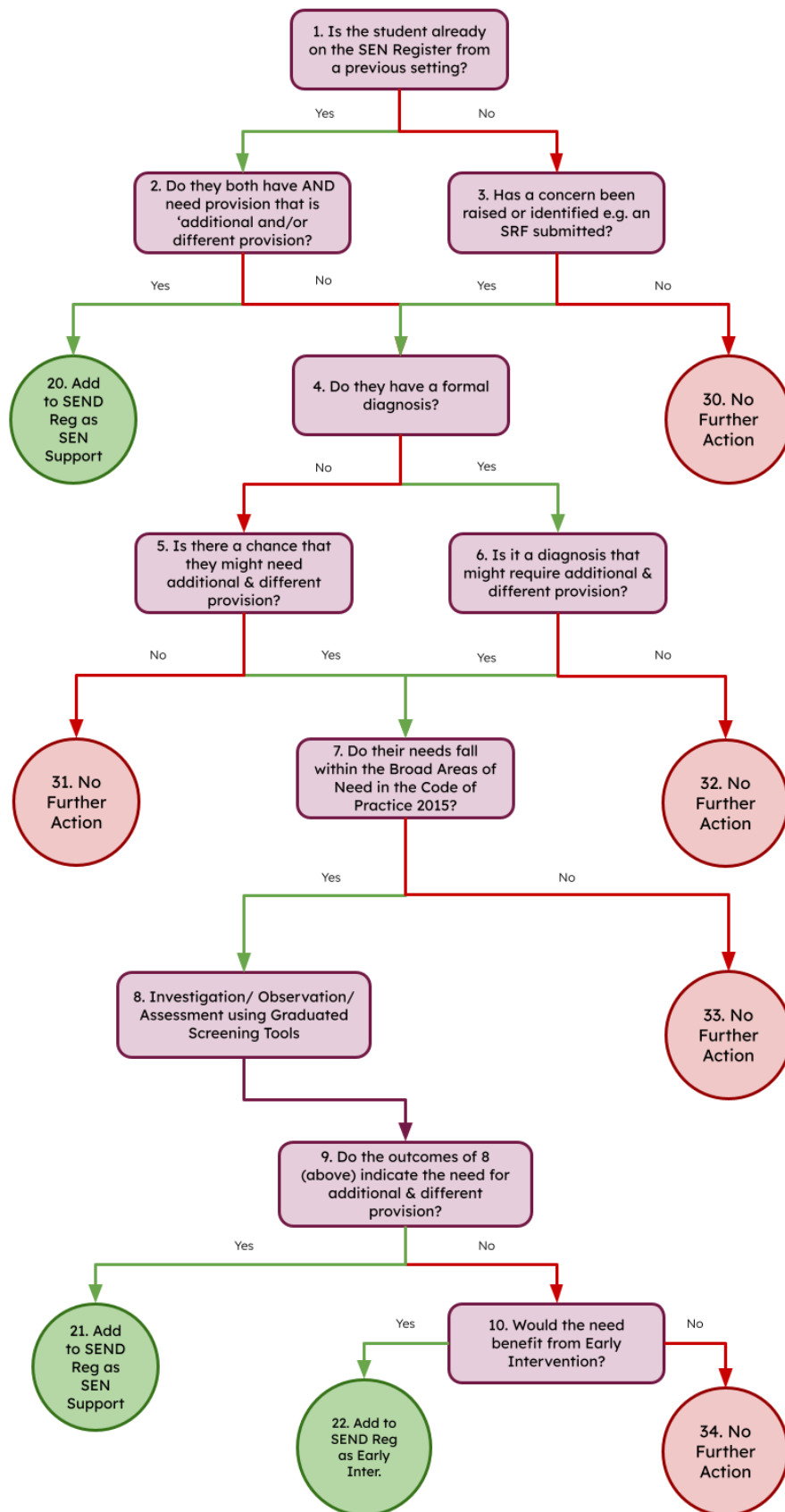
Our Mulberry Unit is a Cognition & Learning Unit. Students need an EHCP to access this provision. Via the unit students access an exciting curriculum. English Maths and other subjects are taught within the Mulberry. A proportion of specialist subjects are taught in mainstream classrooms with subject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

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.

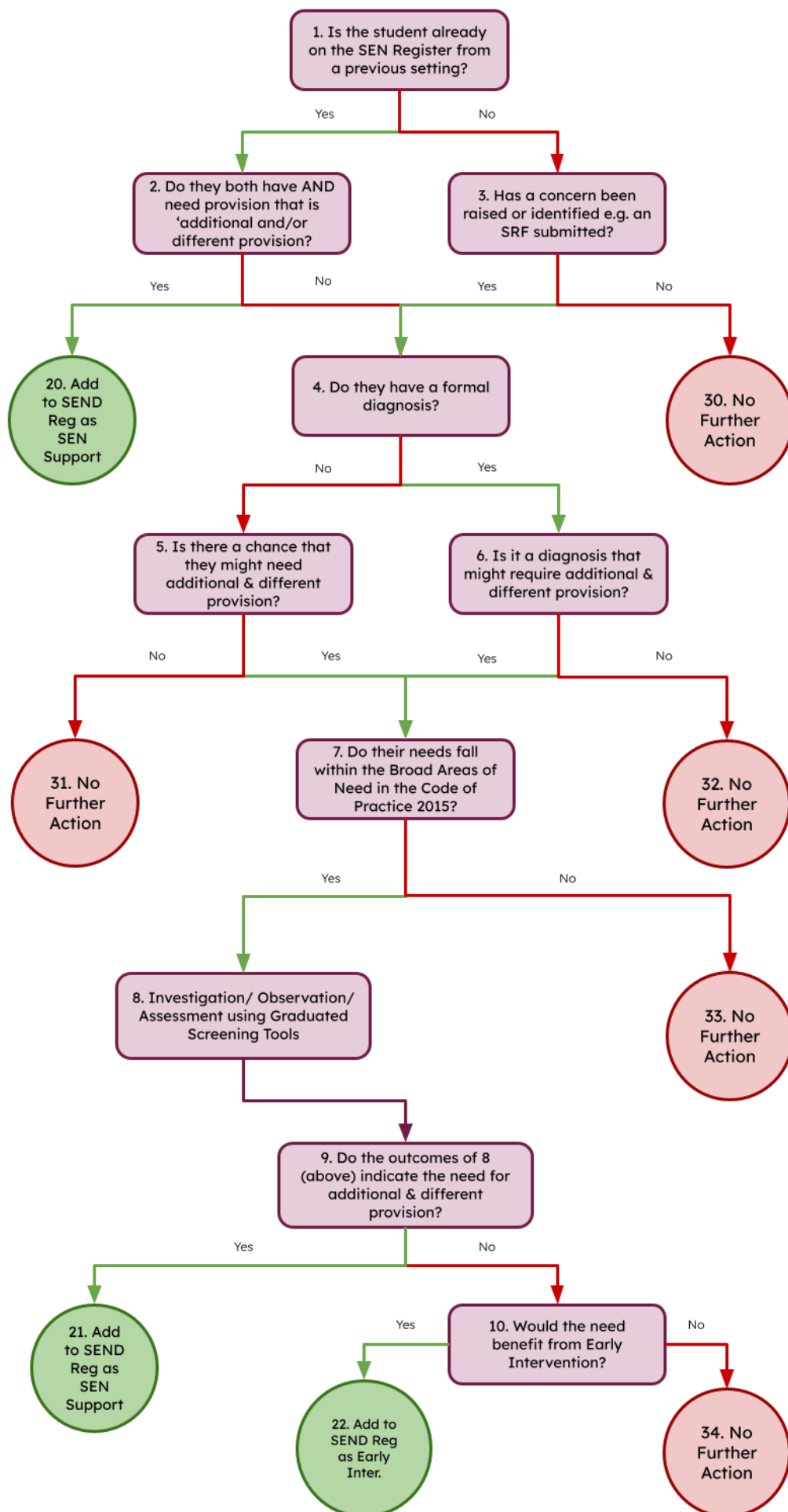
Stage	Provision
1 - Ordinarily Available Provision/Universal Offer for All Students	All students are provided with:  High Quality teaching and consistent application of the Lesson Framework/Base 6 Learning Journey strategies: <ul style="list-style-type: none"><li>● Predictable entry</li><li>● Recall activity to activate prior learning</li><li>● I Do Phase - explicit instruction viewing the teacher as the 'expert in the room'</li><li>● We Do Phase - guided practice and joint constructions through modelling, questioning and discussion.</li><li>● You Do Phase - independent practice and live feedback from teachers.</li><li>● Predictable exit routine</li></ul>

2 - Early Identification and Intervention	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> <li>● Short term intervention for a given area of difficulty e.g. reading and numeracy interventions, Social Emotional &amp; Mental Health (SEMH) interventions, Social Interaction Interventions and Sensory interventions, such as fine motor skills interventions.</li> </ul>
3 - SEN Support	<p>In addition to Stage 2:</p> <ul style="list-style-type: none"> <li>● Recorded as SEN Support on the SEN Register</li> <li>● Co-production of an Individual Learning Plan (ILP) sharing Teaching Strategies outside of the Ordinarily Available Offer.</li> <li>● Some students will have ongoing targeted interventions.</li> <li>● Advice from external agencies may be sought.</li> </ul> <p>Aspirational Targets:</p> <ol style="list-style-type: none"> <li>1. Read at their chronological reading age by the end of Key Stage 3.</li> <li>2. Make sustained improvement in their Termly Summative Assessments reaching highly positive outcomes.</li> </ol>
4 - Education, Health & Care Plan (EHCP)	<p>In addition to Stage 3:</p> <ul style="list-style-type: none"> <li>● Recorded as E on the SEN Register</li> <li>● Individual Learning Plan describing bespoke teaching strategies from Section F of the EHCP.</li> <li>● Interventions described within Section F of their EHCP. Where specialist input or training is required the school will discuss with families and the Local Authority.</li> <li>● Annual Target for each Key Stage Outcome, prioritising the primary area of need and Cognition &amp; Learning.</li> <li>● Where named in Section I, placement in the Mulberry Cognition &amp; Learning Unit may be agreed.</li> <li>● Support from external professionals will be provided when this provision is described in Section F.</li> </ul>

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

<b>Communication &amp; Interaction</b>	<b>Cognition &amp; Learning</b>
TalkAbout for Teenagers Language Link	Reading Interventions - Lexonik, Lexia, 1:1/Small Group Reading, Spelling Interventions Numeracy Intervention
<b>Social, Emotional &amp; Mental Health</b>	<b>Sensory &amp; Physical</b>
NHS Mindmate Wellbeing Programme Access to the Mental Health Support Team (NHS) Benjamin Foundation Counselling	Fine Motor Skills Touch Typing Handwriting Intervention

The following SEND identification flowchart is used alongside our graduated approach. This process of Assess, Plan, Do, Review informs our decision-making about the level of support a student requires.



## 5. Evaluating Provision (Review)

All students, including those with SEND, are assessed on a regular basis, in accordance with the Stowupland High School Assessment Policy. Learners' progress is monitored closely through this process. As per our Graduated Response, we include more detailed reviews for each stage.

Stage	Evaluation
1 - Ordinarily Available Provision/Universal Offer for All Students	Termly Data Drop Attendance Behaviour
2 - Early Identification and Intervention	In addition to Stage 1: <ul style="list-style-type: none"><li>• Short Term Intervention Progress Review</li></ul>
3 - SEN Support	In addition to Stage 2:  Parents are invited to collaborate and review progress with us. Specifically at these points throughout the year. <ul style="list-style-type: none"><li>• Parents Evening</li><li>• Coproduction of Learning Plans in Autumn and Summer Terms</li><li>• Termly Parent Voice</li></ul>
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. <ul style="list-style-type: none"><li>• Annual Review</li><li>• Progress Review Meeting</li><li>• Teacher feedback on progress towards the annual target.</li></ul>

## 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://infoink.suffolk.gov.uk/kb5/suffolk/infoink/service.page?id=9e7JsZSSpjs>

The Suffolk Local Offer can be found here:

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

## **13. Support for Parents of Pupils with SEND**

SEND Family Services, West Suffolk: [sendws@suffolk.gov.uk](mailto: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](mailto:sendco@stowuplandhighschool.co.uk)