

SEN Information Report

‘Outstanding Progress for All’

“An experienced leader oversees effectively the provision and welfare of pupils with SEND. Personalised care and tailored support in lessons enables these pupils to make sufficient progress and engage fully in school life.” OFSTED Report 2019

Introduction to our SEN Information Report

Stowupland High is a fully inclusive school with a strong commitment to meeting the needs of all of our students. Our SEN 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, parent/carers, Governors and members of staff. Within its aims, Stowupland High is committed to equal opportunities, with students being encouraged to achieve their full potential regardless of their academic or physical ability – this is achieved through the provision of a balanced and challenging curriculum in both content and learning style. The SEN Information Report provides information regarding the ways in which we provide support for all of our students with Special Educational Needs and Disabilities (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 6179-6.81 of the SEND Code of Practice

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

History

Date of Review	Lead	Next Review
Policy rewritten: Autumn 2017	Director of Inclusive Learning	Autumn 2018
August 2018	Assistant Headteacher: Inclusion	August 2019
August 2019	Assistant Headteacher: Inclusion	August 2020

September 2020	Assistant Headteacher Inclusion	September 2021
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Regulation	Question	School Response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What specific areas of support for SEND are available in your school?</i>	<p><u>Identifying and catering for SEND need:</u></p> <p>Students at Stowupland High have a range of needs and are supported in the following four broad areas of need:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and/or physical
2. Policies for identifying students with SEND and assessing their needs	<i>How will you know if my child needs extra support?</i>	<p>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 data; base-line testing; 'Getting to Know You' booklets; Specialist colleagues previously involved with your child and external agencies.</p> <p>Our Subject Teachers, Form Tutors, Progress Leaders, Subject Leaders and Senior Staff all closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Stowupland High will further identify students with SEND. A referral form can be completed by any member of staff with concerns for the progress of a student.</p> <p>The Assistant Headteacher, Inclusion (AHTI), Mrs Sarah McKendrick, assisted by the SENCo Assistant, will monitor and assess any Inclusion Support Referrals (ISR) and recommend next steps. A staged and graduated approach to identifying and assessing need is then followed. This approach relies on the following four actions:</p> <ul style="list-style-type: none"> • Assess • Plan • Do • Review <p>Where a student is making less than expected progress, despite tailored intervention and support being put in place, a recommendation and referral for external specialist advice and/or support may be made.</p>

	<p><i>How will staff be made aware of the needs of my child?</i></p>	<p>All students with an Education Health Care Plan (EHCP) or categorised as on SEN Support are on the SEN Register. Staff are informed of the specific needs of students through the school facilities, iLearn and Arbor. Information is updated regularly and the information is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted differentiation and interventions are planned and delivered by teaching staff and through additional small group and 1-1 tuition as appropriate to an individual profile of need.</p> <p>Supporting students with medical conditions: For some students, individual healthcare plans, specifying the type and level of support required to meet the medical needs of students, will be in place. Where those students also have SEN, their provision will also be planned and delivered with regard to the healthcare plan.</p>
<p>3. Arrangements for consulting parents of students with SEND and involving them in their child's education</p>	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p>	<p>We will communicate and consult with you in the following ways:</p> <ul style="list-style-type: none"> • A Key Worker, if allocated to support your child • Liaison and contact with our SENCo Assistant • The opportunity to review your child's personalised One-Page Profile (OPP) • Through your attendance at planned annual review meetings or termly SEN meetings • The opportunity to make an appointment to meet the AHTI on each parent/tutor evening <p>How you can support us to encourage your child to fully engage with their learning and any interventions offered:</p> <ul style="list-style-type: none"> • Helping them to organise themselves at the start of the day by putting the right equipment and books into their bags • Full attendance and punctuality • Checking and signing their school planner • Attending all meetings specifically arranged for your child • Attending parent/Tutor evenings
<p>4. Arrangements for consulting the young people with SEND and involving them in their education</p>	<p><i>How will my child be involved in their own learning and in the decisions made about their education?</i></p>	<p>Students are encouraged to take part in the 'Pupil Voice' activities; regularly evaluating their work in lessons; attend progress review meetings; discuss agreed targets and reflect on their learning through activities in class.</p> <p>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.</p>

<p>5. Arrangements for assessing and reviewing students' progress towards outcomes</p>	<p><i>How do you check and review the progress of my child and how will you involve us in this process?</i></p>	<p>You will receive school reports, which will detail your child's progress in key areas.</p> <p>In line with the graduated approach, as detailed in section 2 - 'Policies for identifying students with SEND and assessing their needs', progress towards outcomes will be monitored and reviewed and reported to you in your child's report.</p> <p>We welcome the involvement of parents/carers and want to keep you informed and involved with your child's progress. Your involvement will be encouraged by inviting you to parents' evenings; offering information through our Parent Mail; informing you, when required, through information and notes in your child's planner.</p>
<p>6. Arrangements for supporting students moving between phases of education and preparing for adulthood</p>	<p><i>How will you support my child when they are joining your school or transferring to a new school or post-16 provision?</i></p>	<p>We liaise closely with Primary schools and provide additional transition opportunities to those students identified as requiring additional interventions and support. Our Transition Programme in the Summer term, offers identified students the opportunity to follow a fun programme of activities to build on their confidence prior to transition. The AHTI and SENCo Assistant visit those students identified with SEND or vulnerable in the transition phase to observe them in their Primary school setting.</p> <p>Students are encouraged to visit College Open Days to explore post-16 level 1, 2 and 3 courses that are available to them. Those students on the SEN Register are offered additional support in Y11 through their Key Workers and Young People's Workers to explore courses that may be of interest to them. Young People's Workers are accessed via the CAF process.</p>
<p>7. The approach to teaching students with SEND</p>	<p><i>How do teachers help students with SEND?</i></p>	<p>Students will be supported through differentiated, quality first teaching. All teachers will have information regarding your child's SEND needs and will differentiate and adapt their lessons to meet these requirements. Teaching staff use a variety of strategies, resources and activities to ensure that your child can access their lessons fully. Teachers will update their knowledge and understanding of specific needs by referencing our Inclusive Learning resource materials and by applying their own knowledge of SEND need. If a student does not make expected levels of progress, teaching staff will complete an ISR Form and gain advice and guidance from the AHTI.</p> <p>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.</p>

<p>8. How adaptations are made to the curriculum and the learning environment of students with SEND</p>	<p><i>How will the curriculum be matched to my child's needs?</i></p> <p><i>How accessible is the school environment?</i></p>	<p>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 Pod or 'breakout room' provision or intervention group work.</p> <p>An Accessibility Plan is in place and available on our school website.</p>
<p>9. Additional support for learning that is available for pupils with SEND</p>	<p><i>Is there additional support available to help students with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to students SEND needs?</i></p> <p><i>How is the decision made about how much and what support my child will receive?</i></p>	<p>We have a well-resourced facility, the Pod, where students receive personalised interventions to meet their SEND needs. During the Covid Pandemic this provision has been organised within our year group 'break-out' facilities.</p> <p>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.</p> <p>Students with an EHCP will have allocated resources and provision identified and reviewed through the process of Annual Review. SEN Support students on the SEN Register will have resources allocated according to evidence of their personalised need.</p>
<p>10. The expertise and training of staff to support students with SEND, including how specialist expertise will be secured</p>	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>All teaching staff are teachers of SEND. In addition, we have an Inclusion Team made up of the following staff:</p> <p>AHTI, [National Award for Special Educational Needs Co-ordination PG Cert] SENCo Assistant Intervention Support Assistant High Level Teaching Assistants (HLTAs) Learning Support Assistants (LSAs) Graduate Interns</p> <p>Within the team we have staff who have a range of experience and training covering various SEND needs including the SENCo Award, ASD / Lego Therapy training, Supporting students with ADHD, Attachment issues, CAF training, Lead Professional TAC meetings, Designated Safeguarding Lead (DSL) , SALT training, Supporting Dyslexia, Dyscalculia, Dyspraxia, LAC Lead</p> <p>School CPD supports the further development of skills to support students with SEND. Staff who are new to the school follow an induction programme which includes training and information on SEND.</p>

		As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.
11. How equipment and facilities to support children and young people with SEND will be secured	<i>What happens if my child needs specialist equipment or other facilities?</i>	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 AHTI, Mrs Sarah McKendrick
12. How the effectiveness of the provision made for pupils with SEN is evaluated	<i>How will I know that my child is making progress?</i>	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 AHTI, 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.
13. How students with SEND are enabled to engage in activities available with those in the school who do not have SEN	<i>What other activities are available for students with SEND?</i>	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: Breakfast Club; Lunch-time and Break-time Friendship Group and Lego Therapy. [During the COVID pandemic, additional clubs and activities are organised within our year group 'bubbles' within our 'break-out room' facilities)
14. Support for improving social, emotional, mental health development	<i>What support will there be for my child's social, emotional or mental health and well-being?</i>	All students, including those with SEND, are allocated to a Form Tutor. The Form Tutor is the first point of contact for students and parent/carers if they have any concerns regarding the social, emotional or mental health of a student. The Inclusion team offer additional support for those student with SEND – SEMH. The graduated response to supporting students is applied and teaching staff use the ISR Form to highlight concerns. In addition, the DSL will alert the AHTI, to any students with SEMH who require intervention. The AHTI will then signpost support through external agency intervention if deemed appropriate.
15. How the school involves other bodies, including health and social care services, local authority (LA) support services and voluntary sector organisations, in meeting	<i>Which outside agencies do we work with?</i>	We can access a range of services including the Emotional Wellbeing Hub, 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, County Inclusive Support Services, Suffolk Young Carers, Hearing Impairment specialists, Anglia Health Care Trust and the Benjamin Foundation.

<p>students' SEND and supporting their families.</p>		
<p>16. Arrangements for handling complaints from parents of children with SEND about the provision made at the school</p>	<p><i>Who can I contact if I have a complaint?</i></p>	<p>In the first instance contact the Form Tutor or Subject Teacher if you would like to raise a concern. If appropriate, your concern may then be forwarded to a more senior member of staff, who will alert the AHTI, Mrs Sarah McKendrick, who will meet with you to discuss your concern in more detail.</p> <p>https://www.stowuplandhighschool.co.uk/wp-content/uploads/2019/03/JMAT-001-Complaints-Procedure.pdf</p>
<p>17. Contact details of support services for parents of pupils with SEND</p>	<p><i>Who can I contact other than school for support or guidance?</i></p>	<p>http://www.autism.org.uk/</p> <p>http://researchautism.net/</p> <p>https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendias/</p> <p>https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sensory-and-communication-service/</p> <p>https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sen-transport-support/</p> <p>https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/special-units-for-children-in-suffolk/</p> <p>https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/education-health-and-care-needs-assessment/</p> <p>https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/interpreters-for-deaf-parents/</p> <p>https://www.suffolk.gov.uk/children-families-and-learning/suffolk-children-and-young-peoples-emotional-wellbeing-hub/</p> <p>Mental Health in schools – annex B sources of support and information – pages 36 and 37 attached below this document.</p>

<p>18. Named contacts within the school for when young people or parents have concerns</p>	<p><i>Who should I contact if I want to find out more about how Stowupland High school supports students with SEND?</i></p> <p><i>What should I do if I think that my child may have a special educational need or disability?</i></p>	<p>Your named contact in school is:</p> <p>Mrs Sarah McKendrick - Assistant Head (Inclusion) or for a preliminary discussion contact Mrs Patsy Haley (SENCo Assistant)</p> <p>Telephone:01449 674827</p> <p>Speak to your child's Form Tutor in the first instance and they will raise your concern with the AHTI.</p>
<p>19. The school's contribution to the local offer and where the LAs local offer is published</p>	<p><i>Where can I find out about the LAs Local Offer?</i></p>	<p>https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/</p>