



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, parents/carers, the John Milton Academy Trust (JMAT) 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 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
Summer 2017	Director of Inclusive Learning	August 2018
August 2018	Assistant Headteacher: Inclusion	August 2019
August 2019	Assistant Headteacher: Inclusion	August 2020

August 2020	Assistant Headteacher Inclusion	August 2021
August 2021	Assistant Headteacher: Inclusion	August 2022

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

<p>2. Policies for identifying students with SEND and assessing their needs</p>	<p><i>How will you know if my child needs extra support?</i></p>	<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/SENCo, Mrs Sarah McKendrick, assisted by the SENCo Assistant, will monitor and assess any Inclusion Referral Form (IRF) 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:</p> <p>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"> ● Through a Key Worker, if allocated to support your child ● Liaison and contact with our SENCo Assistant ● The opportunity to review your child's personalised Learning Passport ● 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 <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"> ● 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 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; attending progress review meetings; discussing agreed targets and reflecting 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>An Accessibility Plan is in place and available on our school website.</p> <p>https://drive.google.com/file/d/1lw1gOhMPQtvU_RWR49A3TKyZTLR0qE9D/view?usp=sharing</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 but the aim in 2021/22 is to move to support students in the centralised facility of the Pod.</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 their 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>Experienced SENCo [National Award for Special Educational Needs Co-ordination PG Certificate - gained in 2011] 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; supporting students with trauma/ attachment issues; CAF training; Lead Professional at TAC meetings; Designated Safeguarding Lead (DSL); SALT training; supporting dyslexia, dyscalculia and dyspraxia; Children Looked After lead.</p> <p>School CPD supports the further development of classroom and support teaching 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> <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.</p>

<p>11. How equipment and facilities to support children and young people with SEND will be secured</p>	<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<p>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 Mrs Sarah McKendrick, SENCo.</p>
<p>12. How the effectiveness of the provision made for pupils with SEN is evaluated</p>	<p><i>How will I know that my child is making progress?</i></p>	<p>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.</p>
<p>13. How students with SEND are enabled to engage in activities available with those in the school who do not have SEN</p>	<p><i>What other activities are available for students with SEND?</i></p>	<p>We have a wide variety of extra-curricular activities that are open to all students, including students with SEND</p> <p>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' and newly evolving groups.</p> <p><i>[During the COVID pandemic, additional clubs and activities were organised within our year group 'bubbles' within our 'break-out room' facilities]</i></p>
<p>14. Support for improving social, emotional, mental health development</p>	<p><i>What support will there be for my child's social, emotional or mental health and well-being?</i></p>	<p>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 offer additional support for those students with SEND – SEMH. The graduated response to supporting students is applied and teaching staff use an Inclusion 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.</p>
<p>15. How the school involves other bodies, including health and social care services, local authority (LA) support services and voluntary sector organisations, in meeting students' SEND and supporting their families.</p>	<p><i>Which outside agencies do we work with?</i></p>	<p>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; Specialist Educational Services (SES); Suffolk Young Carers; Hearing Impairment specialists, Anglia Health Care Trust and the Benjamin Foundation.</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 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 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 which is published on our website.</p> <p>https://www.stowuplandhighschool.co.uk/wp-content/uploads/2021/09/JMAT-001-Complaints-Procedure-V5.-September-2021.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/sen-diass/</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://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=1</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>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><u>Your named contact in school is:</u></p> <p>Mrs Sarah McKendrick - Assistant Head/SENCo</p> <p>Supported by 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 Mrs McKendrick.</p>

19. The school's contribution to the local offer and where the LA's local offer is published	<i>Where can I find out about the LA's Local Offer?</i>	https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/
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