

Stowmarket High School SEND Information Report

January 2021



This report is written in accordance with regulation 51 and schedule 1 of the special educational needs and disability regulations 2014, the equality act of 2010 and the SEN code of practice 2015, as well as with reference and adherence to other relevant regulations.



SUMMARY

Stowmarket High School has an inclusive 'tripod' philosophy and a broad SEND provision. You can attend Stowmarket Highschool irrespective of any disability and/or special educational need.

The aim of the school is that students with disabilities and special educational needs are not treated less favorably than other students while not being given an unfair advantage over others.

The provision for students with special educational needs is the responsibility of the whole school; all teachers are teachers of students with special educational needs and as such Quality First Teaching is fundamental to appropriately meeting these needs.

Admission arrangements follow Suffolk LA Policy – individual cases are encouraged to arrange an individual meeting with the SENCO by calling 01449 613541 or emailing r.orton@stowhigh.com

Should you have a query about admission or transfer arrangements, please use the link below:

- [**School places | Suffolk County Council**](#)



Assessing and Identifying Pupils with SEND

The school identifies students with special educational needs prior to their entry or as quickly as possible after their entry or during their time in school. This is carried out in the following ways:

- Through information gained during visits by the SENCo and the Pastoral team to the primary feeder schools prior to transition, combined with the use of primary school records and key stage 2 assessment data.
- Information provided by families or agencies working with a child or family (e.g., health professionals, social care, youth support).
- In the case of students who enter the school after the beginning of year 7, SEND may be identified through previous school records and the results of screening tests taken after entry.
- Through diagnostic tests administered by the SENDCo or outside agencies.
- Using departmental assessments against national achievement criteria.
- When concerns are raised by families or staff these are investigated by other internal tests (e.g., Dyslexic tendency screening; Strength and Difficulties Questionnaires) or by consultation with an Educational Psychologist, Advisory Teacher, or other external agency. Educational referrals are arranged by the SENCO or other relevant staff. Medical referrals must be made by a doctor or other medical professional.
- Access Arrangements screening is completed with students who may need support in their exams. This takes place at the end of year nine or start of year 10.



The Special Educational Needs Co-Ordinator

Mrs R Orton is the SENCo & Mrs T Gerrard is the SENCo Assistant. They may be contacted via the main school office or via email.

- **01449 613541**
- enquiries@stowhigh.com
- r.orton@stowhigh.com
- t.gerrard@stowhigh.com



Adapting the Curriculum and Learning Environment

In accordance with the Equality Act of 2010 (schedule 10, paragraph 3), the school follows an accessibility plan. This is reviewed whenever it is necessary to make amendments due to the individual needs of a student, or annually as appropriate. The aim is that all students with special educational needs or disabilities can access the curriculum, facilities and services provided by the school. The accessibility policy can be found on the school website.

Provisions used at Stowmarket High School include:

- In-class support
- Mental Health Support in The Oasis (provided in partnership with The Mix)
- Use of ICT
- Beat dyslexia
- Speech and Language support
- Nurture group
- Drawing and Talking Intervention
- Resilience/Mentoring
- Safe spaces at break and lunchtimes

Pathway 3 is the name given to the GCSE option pathway recommended to some students with SEND when the time comes for them choose their options. Pathway 3 is under constant review to ensure that it offers the students who take it their best chance in year 11 and beyond; It is initially offered to those who it is felt will benefit more from further specialist support in core subjects (identified by the SEND department and heads of faculty) and discussions are held including students and families to ensure that the right choice is made for each individual pupil.

All provision is constantly under review and is revised, adapted and added to depending upon the needs of the students.



Familial Involvement and Communication

At Stowmarket High School we believe strongly in a 'tripod' approach. Students, teachers and families should communicate effectively in order to ensure the best support and progress for any student. We recognise that family play an active, important role in a child's education and that they are in a unique position to contribute to the shared view of their child's needs and how they are met in school.

Any family with concerns about the learning needs of their child, or about the provision their child is receiving, is encouraged to contact the school via 01449 613541, or email r.orton@stowhigh.com.

If a family wishes to meet with the SENCo to discuss their child, they may make an appointment to do so at a mutually convenient time during the academic year. The SENCo will ensure that families are informed if their child is identified as needing SEND support and agreement from families will be sought before a student is referred to an outside agency. Any information or feedback resulting from such a referral is shared with families

Families are invited to review meetings, including Annual Reviews for students with an Educational Health and Care Plan (EHCP).



Assessing and Reviewing Pupil Progress

A variety of tools and strategies are used to assess and review the progress of all pupils. For pupils with SEND, this includes the following:

- Regular feedback from in-class support to the SENDCO regarding student progress.
- Regular meetings between the student and SEN staff to discuss progress towards personal targets and any issues.
- Regular meetings where school staff scrutinise the data to check the progress of all students and to identify students whose progress is a cause for concern.
- Subject reports for every student.
- Use of GO4Schools – an online tracking system that families can access in real-time to check the progress, behaviour and attendance of their child.
- Provision Map is used to collate all additional support being accessed by students. Individual plans are made using this tool and these are reviewed every 6 months or as required.



Supporting Pupils Through Phases of Education

The transfer from one school to another as well as from one year or class to another can be very challenging particularly for a student with SEND. For this reason, we have dedicated staff and procedures to support this process:


- To assist with the transfer from year 6 into year 7 our Head of Year 7 remains constant to enable strong relationships and communication with feeder schools to take place. We also have dedicated pastoral staff who complete transition work including a variety of activities designed to prepare students for the change and includes 'walk-ups' and tours of the school in small groups. In addition, our SENDCO also visits the primary schools prior to transfer to ensure the necessary exchange of information about students and their needs. Other SEN staff may also have met with specific students prior to their start date.
- SEND Advocates are volunteers from within the student population at Stowmarket High School who work to raise the profile of SEND needs and advocate for students with SEND; they work with incoming year 6 pupils to provide a student contact during a difficult transition.
- After transfer our pastoral staff continue to support students in lessons.
- For students who join the school on a mid-year transfer, our Attendance and Admissions Leader, and/or a Head of Year or Pastoral Manager will meet the student and family prior to transfer and will discuss with the SENCO any specific needs that need to be addressed. Should the student transferring also have an EHCP then the SENDCO may meet them prior to transfer to ensure that appropriate support is planned.
- For students who are choosing their options for GCSE courses support comes in the form of assemblies, information evenings and discussion with individual teaching staff. Students with SEN can discuss the options process and potential choices with key SEND staff and/or the SENDCO.
- Transition between other years and when class changes are deemed necessary is supported by the SEND and Pastoral teams
- Students will be supported through applying for future education or learning by the Futures Co-Ordinator



Supporting and Preparing Pupils for Adulthood

At Stowmarket High School we work to instill our pupils with appropriate core values that will help them to succeed as adults. We use the 'three Ps':

- **Be Punctual**
 - Arrive on time, entering the classroom in an orderly manner.
 - When a teacher indicates the end of a lesson, pack your bag and wait behind your chair.
 - Your teacher will dismiss you when they are ready to end their lesson.
- **Be Prepared**
 - Bring the correct equipment, books and completed homework to every lesson.
 - Wear the correct uniform at all times.
 - Work co-operatively with others.
- **Be Productive**
 - Listen when others are speaking.
 - Participate fully in the lesson.
 - Allow other students to concentrate.



Supporting Pupils with SEND to Improve their Emotional and Social Development

Students are frequently reminded that they should be focused on their learning and not creating disruption to learning of others.

- Every student has the support of their tutor and each year group has access to a team of pastoral staff who are available throughout the day in order to support with issues that may arise.
- Some students may need greater support with their emotional and social development and we therefore offer the following on a needs lead basis:
 - Nurture group
 - Emotional Literacy Support
 - Mental Health Support in The Oasis (provided in partnership with The Mix)
 - CAMHS
 - Behaviour Support Service
 - 4YP counselling
 - Pastoral Support Framework
 - Inclusion Teaching Assistant Support



The Training and Expertise of Our Staff to Support Pupils with SEND

All staff at the school engage in regular training sessions in which Quality First Teaching is addressed. External trainers may be brought in periodically in order to address more specific training needs, such as dealing with a specific medical condition (e.g. epilepsy) or to train staff in the use of specific interventions.

The school uses a 'walk thru' practice of peer support and guidance for staff, allowing professional development via dialogue with colleagues.



Securing Specialist Expertise and Involvement of External Agencies

- Outside agencies may be consulted for students identified as having SEND. These include but are not limited to:
 - Specialist Educational Services (SES)
 - The specialist advisory teachers
 - The Educational Psychology service
 - CAMHS
 - Specialist Youth Support Workers
 - Social Services
 - Careers advisors
 - Local offer brokers.
- Advice may be sought from outside agencies in the early stages of identification of special educational needs in order to prevent the development of more significant needs.
- Students with EHCPs may be monitored by outside agencies as appropriate.
- The SENDCO will request a statutory assessment by the LA if appropriate.



Securing Equipment and Facilities to Support SEND Students

Stowmarket High School is a new purpose-built building which opened in 2020. It is equipped with accessible toilets/shower rooms and has lifts to enable those with accessibility issues to move between different floors.

Additional funds for supporting students with SEND are provided automatically to the school via the notional SEND needs block which is made up of a variety of grants. High Needs Funding can be applied for by the academy when the costs of meeting the needs of an individual student exceed that typically provided.



Evaluating the Efficacy of our SEND Provision

- The internal faculty review process involves input from the SENCo and SEND department, including learning walks to lessons
- Regular feedback from in-class support to the SENCo regarding student progress
- Regular meetings between the student and SEND staff to discuss progress
- External reviews organized by the trust or through OFSTED inspections also place focus on the quality of provision for students on the SEND register



Complaints and Grievances

The full complaints policy for Stowmarket Highschool can be found on the school website:

- [Waveney Valley Academies Trust \(stowhigh.com\)](http://stowhigh.com)



Support Services for Families

At Stowmarket High School we have Heads of Year and other pastoral support staff available should a family member need to talk to somebody in order to seek support. These staff are very experienced and understanding who, if they are unable to solve a problem, will be able to signpost families to other organisations who may provide the appropriate support.

For independent external support the Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS (previously Parent Partnership) is a confidential and impartial support and advice service for families, carers, children and young people (up to 25 years) on issues related to Special Educational Needs and disability.

More information about SENDIASS can be found here:

- [Special Educational Needs and Disabilities Information Advice and Support Service | Suffolk County Council](#)



The Suffolk Local Offer

Suffolk's Local Offer may be found here:

- [Suffolk SEND Local Offer | Community Directory](#)