

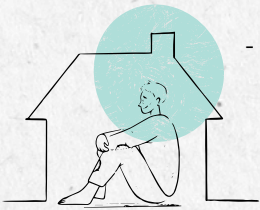
Stowmarket High Special Needs

How can we support students and their families?

Team Around the Child

We hold a weekly meeting with:
Wellbeing and SEND specialist practitioners
Safeguarding leads
Behaviour leads
Heads of Year

All referrals for SEND provision and Mental health support are discussed here - talk to Mrs Broxton or your Head of Year if you wish for your child to be discussed.



Learning Plans

All SEND register students have a One Page Profile and an Assess, Plan, Do, Review (APDR) document. These are created with student and families input. These can all be accessed on provision map.

APDR's are used to assess any need and, devise a plan of action.

This plan runs for between 6-8 weeks before we review its impact and adapt.

Our Offer

Wave 1 support

All children are entitled to "quality first teaching" including those with special educational needs or disabilities. This means daily practise at Stowmarket High aims to provide ALL children with what they need to make the best possible progress.



Monitor List

If your child isn't on the SEND Register but you are concerned they have unmet needs. We will add them to our monitor list and begin our graduated response to assess for any need. They will be monitored for no more than 6 weeks while we screen, complete observations, seek opinion from teachers and gather pupil and family voice.

Outcomes;

Added to SEND Register
Offered an intervention
No need identified



Wave 2 and 3 support

Interventions for academic need, trauma support, mentoring, bereavement, emotional literacy, resilience, dyslexia and more

NDD referrals, EHCNa's, Specialist education service, Educational Psychologists, Inclusion facilitators for example.



If you wish to refer your child for a Neurodiversity referral (ASD or ADHD) or Education Health Care Needs Assessment (EHCNa). We are unable to support this if we have not carried out a least one APDR cycle for NDD and if your child is not at Wave 3 for an EHCNa. Please work with us before you try to or ask for a referral or assessment.

RESPECT

EMPATHY

SUCCESS

INTEGRITY

*SEND
Special Education
Needs and Disabilities

Stowmarket High Special Needs

How can we support students and their families?

Wave 1 support

- General strategies eg differentiated work, clear lesson structures and expectations, varied approaches for visual needs, well organised classrooms and a clear plan for how adults will support, explicit expectations and modelling, careful positioning of children's seating
- Specific strategies to support communication and interaction needs eg visual timetables, explicit "rules" and expectations, clarity about how to get help, carefully chosen language, access to quiet areas
- Specific strategies to support cognition and learning eg key vocabulary, pre-teaching, overlearning, links made between areas and sequences of learning, appropriate texts, overlays and recall strategies.
- Specific strategies to support social, emotional and mental health eg positive behaviour management, jobs and individual rewards, interactive strategies, choice where appropriate, timers
- Specific strategies for sensory and physical needs eg resources as needed such as writing mats, a variety of recording approaches and materials

Wave 2 support



If, despite this support, assessments and teacher judgement show children are not progressing as we wish, they may receive further support.

Additionally, parents or carers may raise their own worries about a child. School are keen to hear parent or carer views and may provide support in response to parent as well as teacher concerns.

For example a programme of support in a group, one to one reading above the typical, speech work or individualised work beyond usual differentiation. School staff will always discuss any concerns and actions with parents or carers.

Teachers discuss concerns with the SENDCo, possibly through an SEN referral form, or with Team around the child meetings, and are supported to consider how to best plan and implement support for the child.

The child may be added to the SEND register, with parental consent, placing them at wave 2 of the graduated process. The success of the support is reviewed regularly through pupil progress meetings as well as informal discussions, and support is altered, discontinued or increased as needed. This process provides a termly cycle of "assess, plan, do, review."

Wave 3 Support



If a child is not making the progress we hoped, as part of the cycle of "assess, plan, do, review" we will increase support for them.

At any point, if it is judged appropriate, we may discuss options and ask for parental consent for outside support.

Outside agencies may include an educational psychologist, speech and language therapist, occupational therapist or physiotherapist, a behaviour support worker or advisory teacher.

If a greater level of ongoing support is agreed to help the child, they move to wave 3 of the graduated process.

We also formally gather the child's opinions on one page profiles, and at this point generally map their provision on individual plans

Additional outside support may be involved, different techniques and interventions trialled.

Our "assess, plan, do, review" termly systems support ongoing responsiveness - to do as much as needed and whatever helps our children succeed. For a child at wave 3 for several cycles, we may consider applying for an education and health care plan (EHCP). An EHCP ensures long term support, funding and annual reviews for children.

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