



SEND POLICY

This policy is reviewed annually

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What are our principles?

Stowmarket High School is an inclusive school, in which all our students are valued and encouraged to explore their potential for learning through a range of subjects and regardless of their background, ethnicity or ability. We want every child to be a reader, a writer and numerate.

We agree that “every child who is disabled or identified as having a special educational need deserves our support, so that they, like every other child, can achieve their aspirations. We can only achieve that by working together” (Support and Aspiration; A New Approach to SEN and Special Educational Needs and Disability, 2010 (The Green Paper)).

We believe that every teacher is a teacher of SEND. This means that provision for pupils with special educational needs begins in the classroom, with quality first teaching.

This policy was written to comply with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2011, updated 2021
- The Special Educational Needs and Disability Regulations Act 2014
- The Children and Families Act 2014

This policy was created by the SENCo, and will be shared with the School Improvement Board, the staff as well as parents.

What are the Objectives of the School's SEND Policy?

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the Accessibility Plan
- To provide support and advice for all staff working with special educational needs pupils

To achieve this, the school will:

- Provide a broad and balanced curriculum, relevant to the needs of the individual.
- Ensure Quality First Teaching for all students.
- Develop adaptive teaching across the curriculum.
- Regularly assess and monitor student achievement in order to identify difficulties as they emerge and plan appropriate intervention. This will involve pre-planning for students experiencing learning differences during their transition from Primary School to High School.
- Regularly monitor accessibility to all areas of the curriculum and carry out a yearly accessibility audit to ensure everything possible is being done to allow optimum access to all areas for all students.
- Effectively use the resources available to enable students with learning differences to access the full curriculum.
- Promote independent learning. Encouraging students to take responsibility for their learning and credit for their achievements.
- Foster good relationships with parents about all aspects of provision for their children.
- Maintain the ethos of a fully inclusive school.

What is a Special Educational Need?

There are four main areas of Special Educational Needs:

1. **Communication and Interaction**: this will include students with speech, language and communication needs as well as young people with autism.
2. **Cognition and Learning**: this will include pupils with MLD (moderate learning difficulties) whose needs cannot all be met in the classroom, those with SLD (severe learning difficulties) where students will need support in all areas of the curriculum and PMLD (profound and multiple learning difficulties) where a sensory or physical impairment may accompany complex learning difficulties. This category also applies to young people with a SpLD (specific learning difficulty), including dyslexia, dyscalculia or dyspraxia.
3. **Social, Emotional and Mental**: this will include young people with a wide range of social and emotional difficulties that manifest in many ways. There may be an underlying mental health condition. This category also applies to pupils with ADHD, ADD or Attachment Disorder.
4. **Sensory and/or physical needs**: this will include children and young people who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This may be pupils with a visual, hearing or multi-sensory impairment or those with a physical disability.

“These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category” (SEN Code of Practice, 2014).

These categories are also very flexible, and pupils with SEND may fit into any number of them.

Other factors may affect a student’s progress, but are not necessarily SEN, for example:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

How is a Special Educational Need identified?

- A student's progress is closely monitored by the teachers and the Directors of Faculty. If a pupil is not seen to be making adequate progress, appropriate interventions and/or adjustments to teaching as well as good quality personalised learning will be put in place by subject teachers and/or Directors of Faculty. If this is unsuccessful, that pupil will be raised as SEN.
- Quality of teaching is reviewed regularly with a particular focus on pupils with SEND or those at risk of underachieving. If it is necessary, extra training will be given to staff to help meet the needs of underachieving pupils in their classrooms.
- Progress is monitored through the use of qualitative and quantitative data as well as observations.
- The 'Assess, Plan, Do, Review' model is used when a young person is put on the SEND register.

ASSESS – an assessment of the pupil's needs is carried out

PLAN – a range of strategies are planned

DO – the above strategies are carried out

REVIEW – has the pupil made progress? If not, what are our next steps?

- In some circumstances, outside agencies such as Educational Psychologists, Special Education Service or the Specific Learning Difficulties Team will be brought in for extra support and guidance.
- Parents, carers and the young person will be involved in this process as soon as a need is identified. In particular, the young person's views will be sought in order to determine which strategies may be more successful.

What is the SEND Register?

- If it is thought necessary, a young person may go on the SEND register as a way of monitoring their progress more carefully. The SEND register is a 'live' document, as a pupil needing SEN support now may not always need it. The SENCo and teaching staff will make a professional judgement about a pupil's changing needs and the progress they are making in order to decide if SEN support is appropriate.
- Stowmarket High School adds pupils to the SEND register if they require provision that is **additional** and **different** to that offered to all pupils in order to reach the expected standard as a result of their SEND. This might include pupils who:
 - Have an education, health and care plan (EHCP)
 - Receive internal interventions
 - Work with an external specialist
 - Receive high level LSA support

What does it mean to be on the SEND register?

- Pupils on the SEND register will have a Pupil Passport, to which all staff have access and which is reviewed annually or as necessary.
- The SENCo and Assistant SENCo are responsible for the overview of these Passports.
- Interventions and lesson support is recorded on the school Provision Map.

What does it mean to be on the SEND register?

- Where a child on the SEND register is also a looked after child, the SENCo will be involved in any appropriate meetings, e.g., Personal Education Plan meetings.
- Where a looked after child has an EHCP, the SENCo will, where possible, aim to hold annual reviews during PEP meetings to ensure attendance of relevant professionals and to reduce meeting demand.
- Where a looked after child is attending SHS and has a home address outside of Suffolk, the SENCo and all relevant adults will liaise with their home county local authority as appropriate.

What are the other roles and responsibilities?

In addition to the SENCo, the School also employs

- A part time Assistant SENCo working at 0.8
- There are 7.1 Learning Support Assistants (LSAs), including multiple part time staff members

The SENCO is responsible for:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision for children experiencing learning differences
- ensuring there is liaison with parents and other professionals in respect of students who have learning differences
- the training and effective deployment of LSAs
- advising and supporting other practitioners in the school
- overseeing implementation of wave 2 interventions
- contributing to the Professional Development of staff
- ensuring that Pupil Passports are in place, that relevant background information is collected, recorded and updated and these are reviewed regularly
- liaising with external agencies including LA and educational psychology services, health and social services, voluntary bodies, Connexions
- carrying out the annual SEND Audit for the LA
- writing, reviewing and implementing the school's SEND policy
- monitoring the progress of students on the SEND register
- Maintaining the SEND register
- Organising transition for new pupils

The school employs a First Aid specialist who is in school throughout the school day. The first aid specialist is responsible for administering medication, including prescribed drugs for ADHD, to students. There are a number of qualified First Aiders within the school staff. A purpose built First

Aid room is placed within the school reception. Care Plans for all students with complex medical needs are available to all staff and are regularly updated by the First Aider in discussion with parents/carers.

What are the admission arrangements for pupils with SEND?

No pupil will be refused admission to the school on the basis of his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

We welcome all students to our school and endeavour to ensure that appropriate provision is made for students with learning differences. All students with SEND play a full part in the daily life of the school and are encouraged to join in all activities, including extra-curricular activities.

How do we manage special arrangements and provision for pupils with SEND?

The provision we offer takes into account the requirements of “The Special Educational Needs and Disability Regulations 2014” Act, Schedule 1, regulation 51.

The school has experience in supporting students with a variety of learning differences, as well as those with a range of physical and medical needs, and those with social, emotional and mental needs.

- The Learning Support Department has a drop in space for students who require ‘timeout’ or ‘brain breaks’ during the school day following prior agreement. This space is staffed by a member of the SEND team during lessons and at lunch time; it is also a safe haven for students who prefer to socialise within a small group setting or who like some quiet time.
- There is a lift for access to the first and second floor of the building. Accessible toilets are located close to the lift on all levels, as well as in the Orange block of the first and second floors; shower facilities are also located in the PE area. The main entrance door has automated gearing allowing for easier access.
- **Laptops** are available for students who have writing or processing difficulties. They are lightweight and have adjustable font size. These continue to be very popular with students that experience difficulties with writing notes in class; they are also an approved alternative method of recording for exam purposes and have proved to be of benefit to students who are unable to maintain a consistent recording rate but who do not qualify for an individual scribe.
- Reader Pens are provided to students who are eligible for a reader in exams. This allows them to have greater independence and access all parts of a text.
- Specialist equipment for specific pupils is arranged dependant on the needs of the pupil.
- Some pupils may not make progress, despite adaptive and quality first teaching. Targeted and specialist support will be put in place for those pupils.

How do we ensure that our pupils with SEND are included and access the full curriculum?

- All students are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations; level descriptions in the National Curriculum at the end of the key stage; regular reading and spelling assessments. Information gained from assessments is used to support planning in order to aid progress.
- Work is differentiated according to the needs of the students and alternatives to written recording are offered where appropriate.
- All pupils with SEND have a Pupil Passport and the information on here is used to inform planning and teaching.
- We work closely with parents to listen to their views as we believe that their involvement and support is vital to the success of the education of the students. We encourage parents to contact the SEND department with any concerns or issues they want to discuss.
- We believe in equal opportunities and endeavour to meet the physical, emotional and intellectual needs of all students with SEND.
- We consider ourselves to be an inclusive school enabling all our students to gain maximum advantage of all the opportunities we have to offer. We strive to create a sense of community and belonging for all our students.
- Most subjects are taught in mixed ability groups with support in place wherever possible and/or appropriate, for students with SENDEHCPs or who are on SEN Support.

How do we manage Access Arrangements in Public Examinations and National Tests?

- Access arrangements are intended to allow attainment to be demonstrated by students with certain disabilities or learning differences. They should not have the effect of giving an unfair advantage over other students who do not qualify for them. With this in mind, the Joint Council for Qualifications (JCQ) applies stringent qualification criteria to all applications.
- Students are identified for screening through use of LUCID exact and teacher feedback. The SENCo is a qualified assessor and is able to forward the appropriate suggested arrangements to the JCQ who make a final decision on access arrangements. These arrangements are implemented during all examinations.
- Decisions at school level are made by the Examinations Officer, on behalf of the Head teacher, on advice provided by the SENCo, HOY or HOF. Evidence to support applications to the JCQ is collected by the appropriate staff, passed to the Examinations Officer and formal application made by the deadlines set by the examination boards.

- If the examination boards grant Access Arrangements it is the responsibility of the Examinations Officer to ensure they are implemented. The Learning Support Assistants are trained in acting as scribes or readers for the students, however where appropriate external scribes are brought in to support students. We make sure the students know what arrangements are in place and that they are familiar and comfortable with the Learning Support Assistant who is working with them.

What are the Procedures for Concerns?

- Depending on the nature of the concern, Parents should contact the Form Tutor, HOY, Subject Teacher or SENCo in the first instance.
- The SENCo will usually offer an appointment to discuss concerns at the earliest convenient time for the parent.
- The Headteacher is always available to discuss more serious concerns or issues that parents feel are unresolved. His Personal Assistant should be contacted for an appointment.

What steps are taken to prevent pupils with SEND from being treated less favourably than other pupils?

The table below outlines how we demonstrate ‘due regard’ to the general duty of the Equality Act 2010:

Eliminate unlawful discrimination, harassment and victimisation	Advance equality of opportunity	Foster good relations
<ul style="list-style-type: none"> • Policies: SEN, Equality, Ant bullying, Behaviour • Accessibility Plan • Continuing Professional Development and Professional Development focuses on adaptive teaching, reasonable adjustments, equality of access, teaching and learning to ensure progress for all and safeguarding • Discrimination/prejudice is treated as a safeguarding concern and reported to the DSL as appropriate. • Restorative Justice forms the bedrock of all post-incident action points 	<ul style="list-style-type: none"> • In-depth analysis of attainment data at each progress checkpoint takes place at a senior level in addition to middle leaders and teachers • Analysis is shared at Senior Management level • Appropriate access arrangements are implemented • Auxiliary aids currently include: iPads, laptops, special handwriting pens, colour overlays, reading rulers, full copying and enlarging facilities and any others as necessary • Tutor discussion and assembly content are 	<ul style="list-style-type: none"> • Transition programme throughout the year with primary schools • Year 10 curriculum includes opportunities for work in and with the local community • Whole school charitable initiatives: Christmas Hampers for Stowmarket Foodbank, Sponsored Walk, Non-uniform days • Assemblies and tutor time focus on teamwork /friendships and promoting tolerance and respect • Philosophy and Ethics schemes of work explore cultures and religions to

<ul style="list-style-type: none"> • Staff are reminded of reasonable adjustments required for certain individuals as necessary e.g. by email, by notice in briefing or the Innotice board. • Senior Leadership Team (SLT) meetings focus on day-to-day management and strategic development • Regular liaison with School Improvement Board which informs and updates on current all areas of the School Improvement Plan 	<p>regularly adapted to reflect current and topical issues</p> <ul style="list-style-type: none"> • Regular Learning Walks and afterschool sessions by teachers, HOF and SLT ensure accessibility and progress against Ofsted standards • Inclusive Quality First Teaching and adaptive teaching for access is a key driver of the school improvement plan • Pupil Passports are updated regularly to ensure all staff are aware of relevant barriers to learning some pupils face and support pupils in reflecting upon any barriers to learning • Where necessary the Learning Support Department will coordinate external professional provision for individuals or groups: Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Sensory Support, Behaviour Support, Specialist teachers, School Nurse, CAMHS, Team Around the Child and Children In Need in conjunction with Senior Designated Person for safeguarding 	<p>teach understanding and tolerance</p> <ul style="list-style-type: none"> • Evenings to support parents /carers to understand Go4Schools, Curriculum Options, Showmyhomework etc. are held when required • Pupils/students are aware of a key member of staff they can talk to who will listen to any concerns and act upon them if necessary • The head of year is the primary contact for parents / carers
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How do we manage Professional development for staff?

- Details of relevant courses, including those arranged by the LA are available for all staff
- All staff are encouraged to undertake appropriate training as part of the performance management process.
- Currently all Learning Support Assistants are involved in various training programmes.
- Staff are given INSET throughout the school year to ensure they have the necessary skills and expertise to fulfil their duties effectively.
- Teaching staff are kept up to date on SEND issues and specifics as part of the INSET programme
- ECTs and student teachers are encouraged to meet with the SENCo as part of the induction programme

Which external agencies do we work with?

- Family Services, Western Area, are available for advice on the implementation of legislation on the LA policy in regard to SEN
- Meetings between the SENCO and Advisory Teacher for Learning Support can be arranged where advice is needed for support.
- Referrals can be made to
 - The Educational Psychology Service
 - Advisers for specialist areas of difficulty, for example hearing and visual impairment

How do we involve parents?

The school takes into account the concerns and wishes of all families of students with SEND. The SENCo seeks to foster good relationships with the parents and we maintain an open door/phone/email policy and families are welcome to contact us with any queries.

- Families can view Pupil Passports on Go4Schools.
- Our 'School Offer' is on the school website, and this gives more detail about how your young person will be supported in school. This contains links to Suffolk County Council's Local Offer.
- The SENCo will attend Annual Review meetings of Year 6 students whenever possible.
- Families are encouraged to contact the SENCo before admission in Year 7 to discuss the provisions school can offer. This can be at an informal SEND drop-in session or by formal appointment.
- Early transition visits and programmes for students experiencing difficulties are strongly encouraged and close liaison takes place between Primary and High School to ensure a smooth transition process.
- A comprehensive transition process is available for students arriving in year 7. Families will be invited to Open Evenings and the SEND department will be open for visits. Once a school place is allocated, the SENCo and some LSAs will visit the pupils in their feeder schools, as well as meeting with staff there. Pupils will also be invited to a series of transition events at the High School. All appropriate information will be shared with the child's new teachers.
- Parents are asked to give opinions on the SEND provision annually as a way of monitoring our provision.

How do we involve students?

- All students are actively encouraged to attend meetings to discuss their progress and to be involved in making decisions and exercising choices.
- The views of the student are sought when reviewing EHCPs or Pupil Passports.
- The SENCo and the team of Learning Support Assistants endeavour to foster good interpersonal relationships with the students.
- We believe it is the right of all student to have their voice heard and therefore aim to provide a safe, stable environment for them to develop as confident and responsible young adults, taking particular heed of the OFSTED focus:

EVERY CHILD MATTERS

- We consider that every member of the school community, and the school itself, should be treated with respect and we cultivate this ethos amongst our students.
- Pupils are asked to give opinions on the SEND provision annually as a way of monitoring our provision.

Adaptive Teaching

We understand that progress equals children knowing more, remembering more and being able to do more. We also understand that challenge is related not only to differentiated learning withing lessons, but also the ambition for all children to achieve key end of year expectations.

Adaptive teaching is not revolutionary, it is high quality teaching for the children in our classes. Adaptive teaching happens before the lesson and during the lesson; it is 'adapting planning prior to the lesson & adjusting practice during the lesson' (EEF, 2021).

It is about planning for and teaching the learners within the classroom, the same diet, but at a different pace.

Our curriculum is sequenced to ensure that pupils know and remember more. Knowledge is built on over time. Schemas are mental structures to help us understand how things work and organise knowledge. As we take in new information, we connect it to other things we know, believe, or have experienced. This is how children learn. It is our expectation that all of the children at Stowmarket will receive high quality universal teaching as a priority, at an age-appropriate level.

We believe that all students can make progress and achieve, if the right strategies are put in place at the right time, enabling them to do so. We believe this constitutes 'Adaptive Teaching'.

Adaptive teaching is reactive and responsive to individual children's needs at any particular moment in time and at any point in the learning journey. We ensure that children are all challenged to achieve their targets. All children will access the planned learning and curriculum content; some will understand it more deeply than others.

Teachers will have the same learning intentions for the vast majority of pupils, with no lowering of expectations for those pupils who might find these more challenging. For all pupils to be able to achieve these intentions, it will be necessary to 'adapt teaching' for some, through the use of strategies such as:

- Targeted, tailored support both within lessons and as pre/post teaching.
- Individualised resources (Laptop, fidget toy, coloured overlay etc).
- A range of meta cognition strategies (knowledge organisers, word banks, scaffolding-writing frames/exemplars, mind maps, recall, peer explanations etc).
- Breaking down content into smaller chunks or steps.
- Modelling and sequencing (thinking out loud, manipulatives, worked out models etc.)
- Consistent visual models/resources (e.g., models and images used in SPAG and maths, classroom equipment, visualisers etc.).
- Removing unnecessary expositions i.e. keeping your spoken language at an amount and level that will enable maximum access.
- Reframing questions (Asking a question that requires the same high level of thinking, but using a simpler construction, by using an active rather than a passive voice, or by focusing on one aspect at time.
- Intervening appropriately, i.e. in the classroom/lesson wherever possible, to minimise the need for out of class interventions (though these will still be appropriate and necessary for some pupils).

School Staff

• Ms L Hernandez	Headteacher	
• Mrs C Broxton	Assistant Headteacher	SLT Member with responsibility for SEND
• Mrs R Orton	SENCo	
• Mrs T Gerrard	SENCo Assistant	
• Faye Hubbard	Deputy Headteacher	Designated Safeguarding Lead
• Miss S Durrant	Head of Year 7	Alternative Safeguarding Lead
• Miss O Hart	Head of Year 9	Alternative Safeguarding Lead
• Miss R Harrigan	Head of Year 8	Alternative Safeguarding Lead
• Miss N Goss	Head of Year 10	Alternative Safeguarding Lead
• Ms L Baker	Head of Year 11	Alternative Safeguarding Lead