

# Stowmarket High School

## SEND Information Report

October 2024



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 SENDCO by calling 01449 613541 or emailing [c.broxton@stowhigh.com](mailto:c.broxton@stowhigh.com)

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

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



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# 1.0 The Special Educational Needs Co-Ordinator

**1.1 The SENDCo & SENDCo Assistant** Mrs C Broxton is the SENDCo & Mrs T Gerrard is the SENDCo Assistant. They may be contacted via the main school office or via email.

- 01449 613541
- [enquiries@stowhigh.com](mailto:enquiries@stowhigh.com)
- [c.broxton@stowhigh.com](mailto:c.broxton@stowhigh.com)
- [t.gerrard@stowhigh.com](mailto:t.gerrard@stowhigh.com)

**1.2 SEND & School Leadership** Mrs C Broxton, has management responsibility for SEND


- [c.broxton@stowhigh.com](mailto:c.broxton@stowhigh.com)



# 2.0 Supporting students with SEND

The following members of the school team will be involved in supporting your child throughout their time at Stowmarket High School:

- Your child is in a tutor group – you will meet your child’s tutor in Year 7 at a parents evening in September and can meet their teachers at their progress review.
- Each year group has a Head of Year; they are available to support concerns around attendance and well-being.
- Learning Support Assistants may be present within classrooms or running small group interventions with your child.
- Subject teachers are contactable for specific advice and will address concerns around general progress.
- The Oasis Team is available to support SEMH concerns.
- The Attendance officer can support your child attendance to school.



## 3.0 Assessing and Identifying Pupils with SEND

If you are concerned that your child is consistently making progress that is below expected level or that they are consistently identified as unlikely to achieve their target grade, or you think that your child may have special educational needs, you should contact the SEND Department to discuss your concerns to plan a way forward.

Special educational needs come in four main categories – Communication and Interaction; Cognition and Learning; Social, emotional, and mental health difficulties and Sensory and/or physical needs.

### 3.1 When a student is in year 6:

- 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.
- Students with Education, Health and Care Plans that name Stowmarket High School, have their plan sent to the SENDCO in Year 6, to inform of need and provision. The SENDCO will attend year 6 annual reviews wherever possible, at the discretion of the hosting primary school and parents.
- During the Summer Term the SENDCO visits feeder Primary schools, to collect transfer information about the student's strengths, interests, support, assessment data and attainment at the end of Key Stage 2. Contact is made with out of catchment primaries when Special Educational Needs are identified.
- Prior to entry, staff will analyse the attainment results in English for those who missed their expected progress and consider which students may be appropriate for a literacy intervention.

### 3.2 When a student joins us in year 7:

- Students working significantly below the expected level at the end of Year 6 in Maths or English are flagged for initial assessment when they arrive in year 7. This is completed using the GL Assessment LUCID screening tool. This information is then used to inform intervention planning.
- Those who have learning or emotional difficulties and those with physical, sensory or social and communication difficulties that act as a significant barrier to learning are monitored by the SEND department and any reasonable adjustments that may prove necessary can be implemented to ensure their ease of access to our school environment.
- Students are identified with the appropriate E and K abbreviation on Go4Schools and SIMs so that teaching and support staff can prepare appropriate lessons. Staff are expected to familiarise themselves with them to inform teaching, differentiation, and support.

**3.3 When a student joins Stowmarket High School mid-year**, SEND may be identified via communication with the previous setting, or the results of screening tests taken after entry.

**3.4 Pupil Passports** All students with an EHCP as well as those identified on the SEN Register or Additional Needs Register have a One Page Profile called a Pupil Passport. This contains information about themselves, which they contribute to. Stowmarket High School has a schedule for when these documents will be reviewed, and a member of staff will let you know how and when this will be jointly completed.

**3.5 Identifying Students of Concern** Once attending Stowmarket High School, identification students of concern is the responsibility of the subject teacher, form tutor or Head of Year. Special educational needs and disability concerns will be referred to the SEND Department, through a process known within the school as SPOT. Initially, information will be collected and once validated, these concerns will be shared with parents and necessary action discussed.

Concerns and support strategies will be shared with staff through emails, briefings, newsletters and Go4schools

**3.6 Concerns Raised Externally** When concerns are raised by families, outside agencies or students 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 SENDCO or other relevant staff. Medical referrals must be made by a doctor or other medical professional.

**3.7 Access Arrangements screening** This is completed with students who may need support in their exams and takes place at the end of year 9 or start of year 10.



## 4.0 Adapting the curriculum and learning environment

**4.1 Accessibility Plan** 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.

**4.2 Curriculum** The aim of Stowmarket High School is to ensure that students with SEND have access to a broad, balanced, and relevant curriculum, by following a mainstream curriculum. Students may require additional resources and differentiation to ensure progress. However, they should be included in the educational life of the school as fully as possible educationally and their needs should be met in the least restrictive environment.

**4.3 Streaming** Form groups are mixed ability. In Years 7 and 8, all students are taught within their form group wherever possible except where the need for smaller numbers is dictated by the practical nature of teaching and learning or in Maths or Literacy/MFL where students are set. In Years 9 to 11 students are taught in mixed-ability classes in most subjects except for English, mathematics and science.

**4.4 In Lesson Support and Intervention** At Stowmarket High School, the focus is on high quality teaching. The educational needs of students are met by Quality First, adaptive teaching and support provision within the classroom. Withdrawal from class lessons for intervention is kept to a minimum and we try to consult with students' timetables about appropriate times in order that they are not withdrawn from a key subject. In Year 11 students may be offered Community Schools tutoring after school. However, on occasions, the intervention is determined by the timetable and capacity of an outside provider and on these occasions, we may be forced to remove a student or students from a lesson to access this specialist support.

**4.5 Literacy** During Years 7,8 and 9 a group of identified students have additional literacy lessons with a qualified English teacher, this is for an identified group of students who are below age related benchmarks. These students have at least one additional literacy lesson a fortnight.

**4.6 Pathway Three** in Years 10-11 some students with SEND follow Pathway 3. It is offered to those students who it is felt will benefit more from further specialist support. These students are identified by the SEND department and Heads of Year and discussions are held with students and families to ensure that the right choice is made for each individual pupil. Students have additional interventions in Maths and English, opportunities to meet with Thrive at the Mix and follow the Employability for Life Programme which aims to prepare students for adulthood.

#### **4.7 Other Interventions and Provisions** used at Stowmarket High School include:

- Catch Up Literacy
- Catch Up Numeracy
- Spelling
- Reading Comprehension
- In-class support
- Mental Health Support in The Oasis (provided in partnership with The Mix)
- Use of ICT
- Reading Plus
- Secondary Language Link
- Nurture group
- Drawing and Talking Intervention
- Resilience/Mentoring
- Safe spaces at break and lunchtimes
- Staffed safe space for dysregulation

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



## **5.0 Meeting the provisions of Educational, Health & Care Plans**

The EHCP outlines the nature of support. This will be discussed at transfer and subsequent Annual Reviews and an understanding of the provision available outlined and agreed. All students with an EHCP have a pupil passport and a keyworker. They will have access to an additional range of interventions.

Referral to County and NHS support agencies for assessment, direct work with student, advice and training which includes:

- Advisory teachers – learning support, specific learning difficulties, hearing and sensory impairment.
- Educational Psychologist
- Specialist Education Service
- Dyslexia Support Service
- Physiotherapy
- Occupational Therapy
- School Nurse
- Speech and Language Therapy
- The Early Help Team

Stowmarket High School will support referrals to outside agencies only when referral thresholds are met.





## 6.0 Familial Involvement and Communication

**6.1 The Tripod Approach** at Stowmarket High School we believe strongly in a 'tripod' approach. Students, teachers, and families should communicate effectively to ensure the best support and progress. 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. The SEND department wants to ensure that the family is at the heart of everything it does and considers its relationship with the students' family to be of utmost importance in ensuring the educational progress of all its students. Families can telephone or email to arrange an appointment to visit the school to discuss a concern. An appointment will be necessary to meet any teacher or member of the SEND team.

**6.2 Parents Evening** The school holds Parent's Evenings once a year for each year group and families are invited to attend.

**6.3 Reviews for Pupils with SEND** Pupil Passports are reviewed twice a year at designated tripod events for students on the Special Educational Needs register and the Additional Needs register. These are held approximately every six months for each year group within the school. The school encourages parental participation throughout the process. Families are invited to all relevant review meetings and may appoint a named person who can attend meetings with them. Annual Reviews are held for students with an Education Health and Social Care Plan.

**6.4 Raising a Concern Relating to SEND** 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 [c.broxtan@stowhigh.com](mailto:c.broxtan@stowhigh.com). Additionally, informal 'Table Talk' sessions will be available for all families at the school once a term in which they may raise any concerns about their child.

**6.4 Go4Schools** is a valuable method of communication between families the school. Attendance, behaviour, rewards and sanctions are all recorded on this site and parents have access to updates every day, ensuring that what happens at school is transparent and open for parents to see day by day and week by week. Information about how to log on is given to parents on admission. Reports are also published on this site. The School Comms system is used to send information home electronically. Text messaging is used to communicate attendance concerns.

**6.5 Appointments in Addition to Planned Reviews** If, in addition to the above, a family wishes to meet with the SENDCo or SENDCo Assistant to discuss their child, they may make an appointment to do so at a mutually convenient time during the academic year. The SENDCo 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



## 7.0 Supporting Student Well-being

**7.1 Independence and Integration** Stowmarket High School encourages students with SEN to involve themselves as fully as possible into the school's culture. Under the provision of the Equalities Policy, students with SEND are supported to ensure that they are fully integrated in the school community.

**7.2 Co-Curricular Activities** Before school, at lunchtime and after school, students are encouraged to attend Breakfast Club and engage in the school's co-curriculum, a full list of activities is available to students through ShowmyHomework, posters in the Atrium and in tutor rooms. Some clubs are particularly aimed at vulnerable and SEND students, for example homework club.

**7.3 The Pastoral Team** is a vital part of support for all students at Stowmarket High School. Every student has the support of their tutor. The Head of Year for your child's year group is a non-teaching member of staff who is available if you want to talk through any concerns.

**7.4 Support for SEMH** Students who present with SEMH needs in isolation or alongside any additional needs will have access to a specific support programme that spans across the SEND department and the Oasis offer in school. The programme we deliver is dependent upon the needs of the student and encompasses the following:

- Nurture group
- Mental and Emotional Health Support in The Oasis
- CAMHS
- Behaviour Support Service
- 4YP counselling
- Pastoral Support Framework
- Inclusion Teaching Assistant Support

**7.5 Oasis Support** All our students could benefit from our Oasis service. This consists of a specialised suite of rooms designed for nurture and support of dysregulated students, a consultation room and 1:1 areas. The Oasis team consists of a wide variety of specialist staff:

- Youth Workers
- Educational Mental Health Practitioners (CBT specialists)
- Trauma Informed Practitioners
- SEND Inclusion Practitioners
- Family Engagement Officer
- ELSA's
- SEMH Inclusion practitioners

The above specialists and the Head of Year team and SENDCO/SENDCo Assistant meet regularly to consult over our students' needs. Here they discuss the circumstances of the student, the issues that may be affecting their lives and their ability to learn as well as the mental health behaviours they are presenting with. The aim and purpose is to assess the students' needs to be able to ascertain what specialist help would benefit them most, using both the Oasis team's specialisms and any outside referral (Selective or Indicated).

The Relationships team, alongside the Family Engagement Officer bring students names to the consultation session, it is here the most suitable intervention is applied. The consultation team meets weekly.

For each referral the staff involved will complete an impact portrait highlighting their behaviours, red flags, outside relationships and any other relevant information (see below).

For every selective intervention that takes place using the Oasis staff an impact portrait will be completed. Detailing what intervention has taken place and the impact we have seen. If further referral is required, this too is recorded here, and the students is brought back to consultation to discuss.

For clarity each year group will attend an assembly where they will be introduced to the Oasis team and the service it provides. Each tutor room has an Emotional Fitness notice board and the team and all it offers will be displayed here along with other details such as help lines and mind balancing activities.

The Relationship team and Family Engagement Officer will work with students and families to ensure they are aware of the service the Oasis team provides.

**7.6 Bullying** There should be few instances of bullying, but should this occur for any student with SEND the same procedures exist as for the whole school community as stated in the Anti-Bullying Policy which can be found on the school website:

- [Stowmarket High School Anti-Bullying Policy](#)

**7.7 Enrichment Opportunities** Stowmarket High School wants to encourage all students to take part in trips and enrichment activities. Risk Assessments are completed, and the venues assessed for their accessibility.

**7.8 Health Concerns** If you have health concerns about your child, these can be addressed to the school medical officer, Ms May.

- [l.may@stowhigh.com](mailto:l.may@stowhigh.com)



## 8.0 Training at Stowmarket High School to support pupils with SEND

Stowmarket High School has a qualified SENDCo and a member of teaching staff who is gaining the SENDCo qualification.

The SENDCo Assistant and many of the LSA's have undergone specific training to be able to deliver interventions to students, for example Emotional Literacy Support (ELSA) training.

Throughout the year the SEND team and teaching staff attend specific training recommended by the Local Authority to improve the quality of teaching and learning, specific interventions and social development for SEN students. They are also required to attend whole school teaching and learning CPD sessions which focus on Quality First, adaptive teaching.

Where appropriate, 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.



## 9.0 Accessibility of Equipment and Facilities

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.

Provision for making the school accessible is explained in the Accessibility Plan and Fire Plan.



## 10.0 Supporting Pupils Through the 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.

Admission to Stowmarket High School is via the Local Authority Admissions Service.

**10.1 Year 6 Transition** the SEND department have a Year 6 SEND Transition process, this is offered to Year 6 students with an identified SEN or vulnerability. This includes including a variety of activities designed to prepare students for the transition to secondary school and includes 'walk-ups' and tours of the school in small groups. Other SEN staff may also have met with specific students prior to their start date. Additional support or school access may also be made to students on a need basis often supported by the identified Specialist Education Service teacher.

- 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.
- During the Summer Term, the SENDCo, SENDCo Assistant or Head of Year visits feeder Primary schools, to collect transfer information about the student's strengths, interests, support, assessment data and attainment at the end of Key Stage 2. Contact is made with out of catchment primaries when Special Educational Needs are identified.
- Year 6 families are invited to a SEND Transition evening in the summer term and in the Autumn term they will be invited to a pupil passport evening.
- 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 transition, our pastoral team and SEN staff continue to support students in lessons.

**10.2 Key Transitions in Years 9 and 11** When students with an Education, Health and Care Plan reach Year 9, students are supported through their GCSE option choices and in Year 11, to assist students in a smooth transition from school to college, training or a career. Colleges and Sixth Forms will liaise with the SEND and Futures Team around the transfer of SEN students into Further Education and transfer documents are sent to colleges and sixth forms where students with SEN are transferring.

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.

**10.3 Mid-Year Transfers** 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 SENDCO 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.

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.



## 11.0 Ensuring Pupils Voices are Heard

**11.1 Students who** have an EHCP are invited to attend their Annual Review meeting and to comment on their provision within school, so that they understand their targets and can amend these.

**11.2 Students with** a Pupil Passport are invited to attend their reviews in order to ensure their voice is heard regarding the support they find helpful while at school. These meetings will include a discussion about their experiences in school. The findings of these are shared with the appropriate staff.



## 12.0 Assessing Students with SEND

**12.1 Regular Assessment** Students with SEND will participate in regular assessments and individual target planning for their educational, social or emotional needs. This is monitored by the SENDCO, Deputy Headteacher, Directors of Faculty and Heads of Year. The progress of all students will be reviewed throughout the year. For students with SEND, progress checks and reports will inform adjustments to provision which will be made at Annual Review or earlier if necessary.

Assessment of all students takes place in all subject areas in a variety of ways including end of unit tests, regular feedback, peer assessments and examinations. There are regular meetings where school staff scrutinise the data on GO4schools to check the progress of all students and to identify students whose progress is a cause for concern.

**12.2 Pupil Passport Reviews** Meetings with the SEND department are offered to families of students with an SEN on a twice-yearly basis to review their pupil passports, provision and student progress. The school offers termly 'Table Talk' events where families can discuss concerns with the SEND department. However, concerns should be raised as they occur – please do not wait if you are worried!

**12.3 Access Arrangements** Appropriate access arrangements for assessments will be identified by subject teachers and the SENDCO and reviewed on a yearly basis to ensure that JQC requirements are met.

**12.4 Go4Schools and Progress Tracking** GO4Schools allows families to track their child's progress in real-time, they can also check their child's behaviour and attendance of their child.

**12.5 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.



## 13.0 Supporting and Preparing Pupils for Adulthood

The below is in addition to our regular Inspirational Futures Programme, which is delivered to all students in Years 7, 8 and 11 through their PSHE programme and bespoke Inspirational Futures Lessons for all students in Years 9 and 10.

**13.1 How we identify need** We prioritise students through our though our RONI system tracker which highlights any barriers to learning and gives the student a score accordingly. These barriers include SEND, CiC, Forces Students and PP. We prioritise all RONIs in descending order from high to low. The futures coordinator also meets regularly with our SENDCO, HOY, and attendance officer to monitor all students including those with additional barriers that may not be flagging up super high on the RONI system, but may face other barriers such as emotionally based school avoidance (EBSA) or long-term illness and therefore may need extra support as things may change as the year progresses

**13.2 Year 10** All EHCP students meet with one-to-one level 6 adviser; *families are now sent a copy of the action plan with students' permission*. Again, flyers are sent a week before and if families request to attend the meeting, they are more than welcome.

- Our futures coordinator now attends ECHP meetings to focus on the (MIA) form and post 16 information and to forge family links
- Our futures coordinator now attends ATS (Alternative Tuition Service) reviews for home learners/EBSA's or ECHP's.
- Our futures coordinator provides one
- All SEND students will have a one-to-one triage appointment with the futures coordinator.
- Futures will now send every SEND student in Year 10 a copy of the Suffolk County Council 16+ Transition Guide

For Year 11s, we will be focusing on confidence building as well as understanding and communicating skills.

For Year 10s, we will be looking at confidence and skills as well as post 16 options (fulfilling the requirements of the Baker Clause).

**13.3 Year 9** Our futures coordinator now attends ECHP meetings to focus on the "Moving Into Adulthood" form and post 16 information and to forge family links.

All SEND students will have a one-to-one triage appointment with the futures coordinator.

**13.4 Pathway 3 Students Extra Support** Our futures coordinator organises bespoke sessions on careers every half term. In the past these sessions have included:

- A getting to know you/knowning yourself session, including an introduction to Unifrog
- An apprenticeship session to help students understand all available opportunities
- A 6-week programme in conjunction with the mix looking at bespoke, transferable skills



## 14.0 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
- NSFT
- 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.



## 15.0 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.



## 16.0 Allocating Resources to Support Students with SEND

**16.1 School Funding** Faculties resources required are bought out of subject capitation. The SENDCo holds a small, special budget to be spent on items specifically needed for SEN students. Higher Needs Funding is available for students with significant barriers to learning as assessed through the Local Authority on a termly basis.

**16.2 Personal Budget** Parents have a right to request a personal budget for which representation must be made to the Local Authority.



## 17.0 Evaluating the Efficacy of our SEND Provision

- The internal faculty review process involves input from the SENDCo and SEND department, including learning walks to lessons
- Regular feedback from in-class support to the SENDCo 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



## 18.0 Complaints and Grievances

The first point of contact for complaints about SEN provision within the school will be the SENDCo or to the Assistant Headteacher with responsibility for SEND. If the complaint requires further attention, it will be passed on to the Headteacher or the School Committee and dealt with in line with the school complaints procedure.

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

- [Stowmarket High School Complaints Policy](#)



## 19.0 Evaluation of SEND Provision

SEN provision is evaluated at Stowmarket High School through a variety of methods:

- Performance Management of the SENDCo and all other key staff
- Data analysis through standardised tests and assessments
- Use of reading, writing and spelling assessments to track progress in key literacy-based subjects
- Impact of intervention
- Learning Checks Process, including learning walks to lessons
- Attendance Figures interviews
- Parental Feedback
- Students making expected progress appropriate to their starting point.
- Students leaving at the end of Year 11 and moving into employment with training, college placements or sixth form placements
- Regular feedback from in-class support to the SENDCo 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





## 20.0 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](#)



## 21.0 The Suffolk Local Offer

Suffolk's Local Offer may be found here:

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



## 22.0 Review

This document will be published annually and any changes to the information occurring during the year will be updated as soon as possible.