



## SEND Information Report

### Stoke High School – Ormiston Academy

The Special Educational Needs and Disability Regulations 2014 require the academy to publish certain information regarding our provision for students with SEND. We hope parents of current and prospective students find the following information helpful and we encourage all interested parties to contact the academy for more information.

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#### Definition of SEND

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support. We shorten this to ‘SEND’.

The SEND Code of Practice 2014 and the Children and Families Act 2014 gives guidance to health and social care, education and local authorities to make sure that children and young people with SEND are properly supported.



## Introduction

This SEND Information Report outlines the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential. Provision may change and develop over time.

Stoke High School is an inclusive school which recognises the importance of promoting the wellbeing of all of its students, making reasonable adjustments to our practices so as to comply with the Equality Act (2010). The school has a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

## Who should I contact to discuss the concerns or needs of my child?

<p><b>Form Tutor</b></p>	<p>The form tutor is the first point of contact to discuss students' needs or concerns. They are in close contact with teachers who track academic progress as well as provide pastoral support.</p>
<p><b>SENDCo</b> Mrs D LeMarrec dlemarrec@stokehigh.co.uk</p>	<p>The SENDCo coordinates the provision of support for all students with SEND. They provide specialist advice and liaise with families and external agencies to ensure all SEND students are fully supported.</p>
<p><b>SEND Admin</b> Mrs V Leggett vleggett@stokehigh.co.uk</p>	<p>SEND Admin can provide information concerning the SEND provision delivered at Stoke High School to prospective and current parents.</p>

## How does Stoke High School identify Special Educational Needs and Disabilities?

Ongoing monitoring takes place by class teachers and form tutors to identify students who are not making progress or who have needs which are affecting their ability to engage in their learning. Where staff have identified a need they will highlight this in a referral to the SEND Team who will discuss additional support with the family and key teachers. Parents may also raise concerns in light of their child's SEND needs by contacting their child's Form Tutor who will liaise with the SENDCo.

If a student is continuing to have significant difficulties, further external expertise may be requested, including, with parental consultation, contacting the Suffolk County Council SEND support team and/or the SES team (Specialist Education Service) for their advice on further support and intervention.

Additional funding is available, for children who meet the criteria. This can be applied for and accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, Higher Tier Need (HTN) Funding will be drawn up and implemented with the school and other



professionals where appropriate. This funding is used to provide specialist support additional to the school's regular provision.

For those with the highest level of need it may be appropriate to request an Education Health & Care Needs Assessment (EHCNA) from the Local Authority (LA). Further details about this process is explained in Suffolk's Local Offer.

Students who are identified with SEND are added to the SEND register. The progress of students with SEND is systematically reviewed in termly assessments by subject teachers and the SENDCO. This is then used to review the provision of support and decide upon future interventions to support students. Pupils on this register have an individual one page profile that all teachers have access to, these are designed to support the teachers in implementing strategies to support the pupils specific needs.

### **Exam Access Arrangements**

For some students, additional arrangements and adjustments can be applied for, known as Access Arrangements (AA). Access Arrangements might include a scribe, additional time, rest breaks or the use of a word processor to support them in their exams. The SENDCO will inform parents/carers of assessments being carried out as well as a student's eligibility for these arrangements. For more details about access arrangements, please see the school's Examinations Policy.

### **What is the range of Special Educational Needs at Stoke High School?**

- Communication & Interaction (Autistic Spectrum Condition ASC; Social Communications Difficulties SCD; Speech, Language and Communication Needs SLCN).
- Cognition & Learning (Specific Learning Difficulties SpLD; Mild Learning Difficulties MLD).
- Social, Emotional & Mental Health SEMH (Mental Wellbeing).
- Sensory & Physical Needs (Visual Impairment, Hearing Impairment, Physical Disability).

### **Graduated Approach**

Stoke High School has a graduated approach to assessment and provision for students with SEND which uses the assess, plan, do and review model. Monitoring and evaluation of SEND provision is key to this and takes place through the report cycle, observations of teaching and learning, learning walks and collection of parent, student, and staff views.

### **What is our approach to teaching and supporting students with Special Educational Needs?**

'Quality First Teaching' is an approach underpinning the aspiration that all teachers at Stoke High School are teachers of students with SEND so that all students are able to progress within lesson time. SEND students may need differentiated instruction, resources, or tasks in order to access the depth and breadth of the curriculum in their lessons.



The following strategies are implemented in order to deliver 'Quality First Teaching':

- Lessons are adapted to allow all students to make progress.
- Pupil Profiles are created for each SEND student and provided to classroom teachers. The Pupil Profiles inform teachers of a student's specific needs and provides supportive strategies to enable students to access learning during lesson time.
- Ongoing training is provided for teaching staff in key areas such as differentiation, understanding different SEND, and updates on SEND practice and policy.
- Training is also provided for Learning Support Assistants and Pastoral Support Managers in key areas such as writing social stories, providing anger management, resolving conflict, and improving student self-esteem.

Students who receive additional funding, for example students with Higher Tier Needs (HTN) or an EHCP, may receive small group support depending on recommendations received. Some students may also receive support in lessons from Learning Support Assistants.

### **Support for Social and Emotional Needs**

The school promotes the wellbeing of all our students in a variety of ways. If your son/daughter has worries or concerns they are encouraged to speak with their form tutor, Head of Year, or a member of the safeguarding team. The school also has a SCARF button on the school website, which can be used by students to express concerns about their own or another student's emotional wellbeing. We are also fortunate enough to have the Mental Health Support Team (MHST) working within the school.

The school also works with external agencies to provide counselling and support for mental health and wellbeing.

### **SEND Links with all teaching staff**

The SEND team work closely with all teaching staff to ensure best practice for supporting SEND students.

### **SEND Student Voice**

Throughout the school year, staff in the SEND department meet with students on the SEND register to get feedback regarding their experience in school. We ask students a range of questions and allow them to express their responses in a number of ways. Our student voice conversations include discussions about:

- How students feel about their lessons and why this is
- The support students receive in lessons from the teacher and/or LSA
- Whether staff are able to meet their needs and help them to progress in school
- How safe students feel at school
- Clubs and enrichment opportunities for the student
- Ideas from the students about what we can improve



## How does Stoke High School prepare and support students with Special Educational Needs in transition to Year 7?

Stoke High School works in collaboration with feeder schools and the local authority to ensure that any relevant SEND information is communicated and acted upon.

In ensuring a smooth transition to secondary school for SEND students we:

- Attend Year 6 transition reviews.
- Offer SEND students in Year 6 an opportunity to attend an induction event at school in addition to the Year 6 Taster Day.
- Offer a Transition Support Programme with 1:1 and group support sessions.
- Meet with our feeder schools' SENCOs to facilitate transfer of information.
- Summer integration mornings to support transitions for pupils who are anxious about the move to High school.

## How does Stoke High School work with families of students with Special Educational Needs and Disabilities?

Stoke High School creates a number of opportunities for parents of children with SEND to become engaged in the education and development of their children.

These include:

- Opportunities for parents to meet the SEND Team at transition meetings.
- SEND staff are available at Information Evenings and Parents Evenings to discuss the provision used to support students.
- Annual Review Meetings for students with EHCPs.
- Designated staff are appointed to work with targeted students – these members of staff liaise with parents.
- Parents will be invited to contribute information to their child's Pupil Profile document as they are created and reviewed.

## What other agencies and professionals do we work with to meet the needs of students with Special Educational Needs and Disabilities?

Stoke High School works with a number of external agencies to seek advice and support to ensure that the needs of all students are fully understood and met. These include:

- NHS Mental Health Practitioners
- Suffolk Family Services
- Social Care (MASH)
- Early Help Team
- 4YP counselling services
- SES (Specialist Education Services)
- Educational Psychologist
- GP and School Nurse
- CAHMS (Child and Adult Mental Health Service)
- Paediatrician
- Occupational Therapist



- Speech and Language Therapist
- Physiotherapist
- Educational Welfare Officer

## What training is available to Stoke High School staff and what are the specialisms within the SEND Team?

Training Staff regularly receive professional development opportunities during which, teaching and specialist staff share good practice:

- All staff have access Pupil Profiles with a range of strategies to use for student.
- New staff and trainee teachers are also invited to a workshop run by the SENDCo during the academic year, in order for them to gain an understanding of the teaching strategies that may be needed, to clarify the categories of educational needs and discuss the school SEND policy.
- Sessions on developing strategies for teaching those students who have special educational needs are timetabled into the whole school CPD calendar including, for example, teaching students with autism, dyslexia or low reading ages.

### Specialisms

The SENDCo is an experienced, qualified teacher. The SENDCo works very closely with the Assistant Principal who is a qualified Safeguarding Lead. The experience and skills of the SEND team enables the SEND department to offer a range of intervention strategies and programmes to our students. The SEND department also works closely with the Vice Principal for Behaviour, the Pastoral Team and Heads of Year.

## Who should you contact if you have a concern or complaint?

Stoke High School values feedback on how we can improve our provision for our students. Should you wish to discuss any concerns regarding the SEND provision please contact your child's Form tutor, Head of year or the SENDCo. This should generally enable a concern to be resolved at the earliest possible stage and avoid the need for it to escalate into a formal complaint. Any formal complaints should be addressed to the Principal.

## Where can I find more information concerning Suffolk's local offer and local organisations who provide support for young people with special educational needs?

Suffolk County Council's local offer, explaining what is available on a local authority basis, can be found here: [What is the SEND Local Offer? - Suffolk County Council](#)

The Information, Advice and Support Service (IASS) offers free, impartial information, advice, and support for young people with special educational needs and their families. They can be contacted using the following details: [Home - Suffolk SENDIASS](#)

**SENDCO**  
**September 2024**