

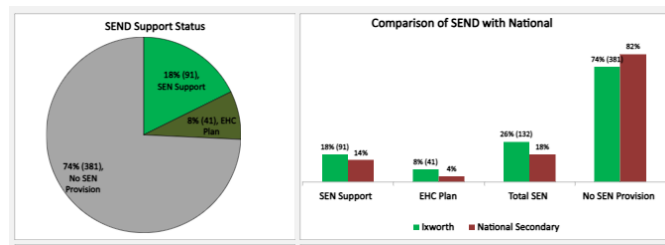
Ixworth High School September 2026

1 Variety of Special Educational Needs that are provided for at ADD SCHOOL NAME

The SEND Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Ixworth High School has 138 students with SEN support, 8% of these students have an EHCP.



Ixworth High School Specialist Unit (termed “The Forge”) has 100% of students with an EHCP with the primary need being Communication and Interaction.

Please note our admission to our Specialist Unit is via Suffolk Local Authority’s Specialist Placements Team and only available to pupils with an EHCP. Ixworth High School is unable to transfer main school pupils to a Specialist Unit within the school and there is no priority admission process for main school pupils.

2 Information about the school’s policies for identification and assessment of pupils with SEND

Pupils are identified as having SEND with their needs assessed through:

1. Information passed on previous schools or other professionals including from health and social care
2. KS2 data results

Commented [MU1]: 513 students on SEN Support? please correct

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	3. Whole School reading assessment – ART e.g., from this we identify those 1.6 below their chronological age 4. Individual assessment using standardised score assessments including NGRT and ART – Reading assessments, LUCID cognitive assessment, dyslexia screening and Visual Stress Test. 5. Other in-house assessments such as WRAT5 and DASH. 6. Intervention base line data. 7. Progress data supported by teaching staff 8. Observations in school to look at High-Quality Teaching Provision 9. Feedback from teaching staff and observations 10. Referrals from parents 11. Referrals from staff through the SEND referral form 12. Student self-referrals 13. SEND interventions not showing impact may also lead to further identification of need 14. Assessment by external professionals including Educational Psychologist (EP) or Specialist Learning Support Teacher (SLST) through CEPP (EP, Clinical Psychologist, SLCN Therapist, Specialist SpLD Teacher, OT). External support from the local authority through the SES process 15. Team Around the Child (TAC) panel discussions
3c The school's approach to teaching pupils with SEND	Provision for SEND pupils includes but is not exhaustive of: 1. High-Quality Adaptive Teaching, with appropriate and effective “scaffolding to support” in place. Our ethos is “Ambition for All” and we follow this with clear teaching routines - modelling, feedback, questioning, scaffolding and literacy. 2. One page SEND support plan (sometimes termed IEP in education) for all those on the SEND register and on the monitoring register. 3. Classroom support: a. Laptops b. Overlays c. Reading Pens d. Rest breaks e. Communication cards

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	f. Movement breaks/SLT walks g. Specific seating plans h. Fidgets/wobble cushions (particularly in the Forge) 4. Circles of trusted adults or “key workers” 5. Personalised intervention programmes led by trained Support Staff: a. Relationship building/restorative work b. Emotional understanding c. Trauma/Attachment d. Safe space e. School drop-in: f. Scripts/Restorative g. Recognition h. Emotion coaching i. Lego therapy j. Autism awareness k. Social skills l. Metacognition m. Precision Teaching 6. Personalised provision through time limited programmes including Thrive, Lexia Catch up Literacy, Read, Write Inc, Metacognition, typing intervention, Play Therapy, Music Therapy, Creative therapy. 7. Minimally used is “Dual Centre provision” (AP and School). This is in exceptional circumstances. 8. The sourcing of additional specialist support via external agencies e.g., School Nurse, SES, SALT, OT. In-school specialist provision within Communication and Interaction Unit Provision for identified pupils
3a Evaluating the effectiveness of the provision made for pupils with SEND	1. Students evaluated through the assess, plan, do, review cycle 2. Those with an EHCP also given at least one annual review of their EHCP 3. Impact tracking is completed by every subject teacher and supported by the SEND department through quality assurance from SLT – including specific learning walks and drop ins focused on SEND.

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	4. Interventions are tracked half termly to termly using assessment data and adaptations to provision are made considering the findings. 5. Regular adaptations made to provision with consideration of the findings from assessments or feedback from staff, students and/or families/carers 6. SEND Parent Voice Survey 7. SEND Pupil Voice Survey 8. Progress and evaluation are reported to Sapientia Education Trust's Board of Trustees and the Director of Inclusive Learning • Specialist External Support is provided via the Trust Education Team. • SEND is a priority for all Quality Assurance undertaken by the Trust Education Team. • The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision. • SEND information Report posted on website • Close collaboration within school-based Team Around the Child (TAC) system • The Specialist Unit is quality assured by Suffolk LA through provider review meetings. • Many external professionals view and partake in provision in the Specialist Unit and feedback on effectiveness, for example SALTS, EPS and EHCP coordinators.
3b Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review	We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review. 1. Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil. 2. Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review. 3. Do: the plan is put in place as agreed. 4. Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again. These arrangements include:

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	1. Data tracking for pupil progress including NGRT, ART, SEMH and Thrive assessments. 2. Pupil progress meetings between subject teachers, SLT and SENDCO 3. Support plan and EHC Plan reviews 4. Individual, personalised Support Plans for all learners with SEND 5. Observations and follow-up 6. Parent/Carer's meetings 7. Pupil Voice
3d How adaptations are made to the curriculum and the learning environment of pupils with SEND	The curriculum/learning opportunities may be adapted by: 1. Application of EEF High-Quality Teaching Strategies including scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies, feedback, literacy, having ambition for all. 2. Appropriate choices of texts and topics to suit the learner 3. Access arrangements for tests and other examinations 4. Use of technology including reader pens, personalised laptops 5. Allocation and adaptation of room use 6. Clear and consistent classroom routines based on the school ethos of "Ambition for All"; 7. Visual aids, checklists and timers; 8. Writing frames, sentence starters; 9. Reading text/instructions aloud; 10. Pre-teaching vocabulary; and 11. Breaking up longer texts and tasks into manageable chunks. Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of: 1. Specific seating arrangements to accommodate learner needs; 2. Use of visual timetables; 3. Use of larger font size; 4. Specific equipment, e.g., wobble cushion, writing slope; 5. Assistive technology e.g., reader pens, voice to text software;

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	6. Rest breaks/movement breaks; 7. Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker; 8. 1:1 support at times within the lessons; 9. Extra time to complete tasks; and 10. Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs. For interventions, you could include for example: 1. Meet and greet at the start of the day and/or decompression at the end of the day; 2. Provision of specific support programmes e.g., Lexia, Thrive, Social Skills and communication. 3. Alternative Provision. The School's Accessibility Plan stipulates the increasing extent to which pupils with disabilities participate in the school's curriculum, how the school is improving its physical environment to increase access for students with disabilities and improving the delivery to pupils with disabilities of information which is readily accessible to students without disabilities.
3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND	Pupils are well supported by: 1. An anti-bullying policy that is supported by Pastoral and Behaviour Managers 2. Targeted support for pupils through interventions such as Thrive, Lego Therapy, Play Therapy, Music Therapy 3. Dedicated Pastoral and Behaviour support who are on call throughout the school day who provide restorative work so that access to the classroom can be achieved 4. 1:1 and group sessions, drop-ins and targeted support for individual pupils including Thrive and Social Stories where appropriate 5. Targeted support for individual pupils including ELSA and Social Stories where appropriate 6. Student Council 7. Pupil Voice

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	8. SEND Support plans (sometimes termed as IEP in education)
4 In relation to Mainstream Schools and maintained nursery schools, the - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Governor	Headteacher: Alistair Gibb Contact email: A.Gibb@ixworthhighschool.org SENCO: Catherine Boothe Contact email: c.booth@ixworthhighschool.org School Telephone Number: 01350 234050 Trust SEND Trustee: Penny Sheppard Contact Email: ea@setrust.co.uk
5 Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured	Audit of staff expertise in SEND undertaken annually 1. Step Lab CPD for Teaching Assistants 2. Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning 3. Weekly CPD training covering topics including EEF guidance, SEND Code of Practice, High Quality Adaptive Teaching Strategies to support pupils with SEND, Step-On/Step-Up training 4. Briefings to support individual SEND needs from SENCO to whole staff 5. Specialist expertise engaged from external services – SES, CEPP, Neurodiversity Pathway Team, CAMHS, Suffolk NHS Trust Children’s OT Team, NHS SALT. 6. The SENDCO has SENDCO qualification (National SENCO Award) 7. Individual training in metacognition, precision teaching, ELSA and Thrive. 8. Specialist expertise engaged from external services - Neurodiversity Pathway Team, CEPP, Suffolk Early Help, CAMHS. 9. All staff have been trained & refreshed in the differentiated Graduated Approach - September 2025. 10. Sapientia Education Trust CPD Programme 2026-27 11. Step Lab being used throughout Ixworth High School to help personalise SEND CPD

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6 Information about how equipment and facilities support children and young people with SEND will be secured	1. Support Services including health services 2. National and Local Charities 3. Volunteers 4. MASH Hub 5. Suffolk Support 6. Early Help and Family Support (Suffolk and Norfolk County Council)
7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	The views of parents and carers are important to us, and we will involve you in discussions about provision for your child's SEND both at the point of identification and through regular reviews. 1. Telephone conversations and emails 2. Parent/carer surveys 3. Progress evenings 4. Pastoral and Behaviour Team 5. SENCO and SEND Team direct contact 6. Face-to-face meetings 7. Parental surveys 8. Coffee mornings twice a year
8 The arrangements for consulting young people with SEND about and involving them in their education	The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner. We gather their views as part of the termly review of their support plan as well as through: 1. Pupil Voice – on every single SEND support plan 2. Annual Reviews for EHC Plans 3. Personal Interviews 4. Wishes and Feelings 5. Pastoral and Behaviour Team Managers
9 Any arrangements made by the governing body or the proprietor relating to the	Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website - Complaints-Policy.pdf

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treatment of complaints from parents of pupils with SEND concerning the provision made at the school	
10 How the Education Committee of the Board of Trustees, who holds delegated responsibility from the Board of Trustees, involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.	The Sapientia Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at Ixworth High School and Ixworth Specialist Unit. This can include: • Family Support • Speech and Language therapy • MAT support and advice • Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc. In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.
11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.	Suffolk SENDIASS – Telephone 01473 265210 Home - Suffolk SENDIASS Norfolk SEND Partnership - Telephone: 01603 704070 Norfolk County Council SEND Services - Telephone: 03448008020 or email send@norfolk.gov.uk
12 The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living	Transfer / Transition arrangements: Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner Contact and handover of information and strategies to and from receiving schools Extensive Transition programmes for students with SEND over Summer Term Meetings with parents of new students with SEND Liaison with post-16 providers EHCP review format to ensure effective planning for post-16 from Y9 School curriculum for careers and futures learning



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13 Information on where the local authority's local offer is published	Suffolk Local Offer: Home - Suffolk SEND Local Offer Norfolk Local Offer: https://www.norfolk.gov.uk/children-and-families/send-local-offer
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