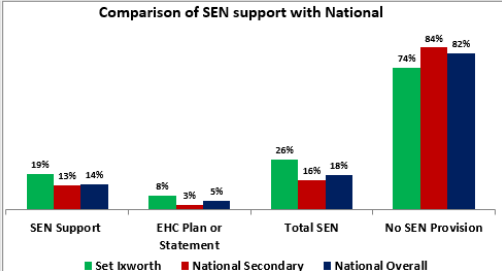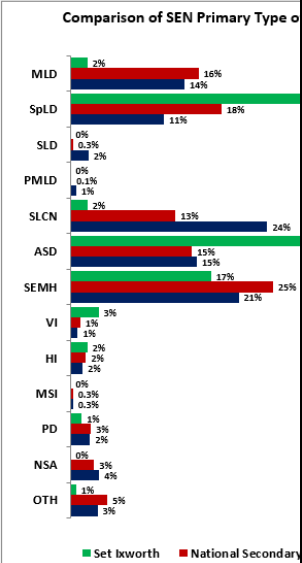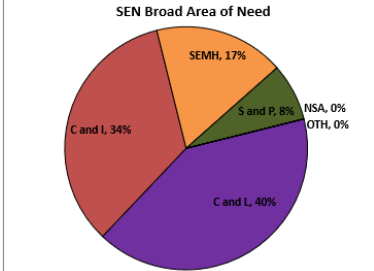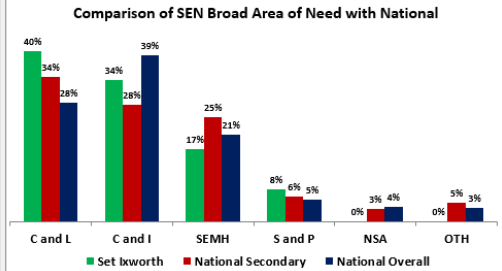# Ixworth High School

SEND Information Report September 2024

1 Variety of Special Educational Needs that are provided for at SET Ixworth School	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): 1. Communication and Interaction 2. Cognition and Learning 3. Social, emotional and mental health difficulties 4. Sensory and/or physical needs
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 a multi-pronged approach using: 1. Information passed on previous schools or other professionals including from health and social care 2. KS2 data results 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 SDMT, NGRT and ART – Reading assessments, – AMT - Maths assessment, LUCID cognitive assessment, dyslexia screening and Visual Stress Test 5. Progress data supported by teaching staff 6. Observations in school to look at High Quality Teaching Provision 7. Feedback from teaching staff and observations 8. Referrals from parents 9. Referrals from staff through the SEND referral form 10. Student self-referrals 11. SEND interventions not showing impact may also lead to further identification of need 12. 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 13. Vulnerable student panel discussions

3 The school's approach to teaching pupils with SEND	Provision for SEND pupils includes but is not exhaustive of:
	1. High Quality Teaching, with appropriate and effective "scaffolding to support" in place.
	2. One page profile for all those on the SEND register and on the monitoring register

	3. Classroom support:
	    a. Laptops
	    b. Overlays
	    c. Reading Pens
	    d. Exit pass/Rest breaks
	    e. Communication cards
	    f. Movement breaks

	4. Circles of trusted adults or "key workers"

	5. Personalised intervention programmes led by trained Support Staff and Curriculum plus
	    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. Zones of Regulation

	6. Personalised provision through time limited programmes including: Talkabout, Thrive, Lexia Catch up Literacy, TTRock Stars, Typing intervention, Play Therapy, Music Therapy, Creative therapy, clicker
	7. Dual Centre provision (AP and School)
	8. The sourcing of additional specialist support via external agencies e.g., CEPP, Dyslexia Outreach, School Nurse, SES
	9. 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.
	4. Interventions are tracked 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
	6. families/carers
	7. SEND Parent Voice Survey bi-annually
	8. SEND Pupil Voice Survey bi-annually
	9. Progress and evaluation are reported via impact statements to the Trust Directors
	10. Progress and evaluation of SEND is reported to the Trust via the Headteacher's report termly
	11. Close collaboration within school-based vulnerable student panel system

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: 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
3c 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 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. Dyslexia friendly classrooms 7. Sensory room 8. Clear and consistent classroom routines; 9. Visual aids, checklists and timers; 10. Writing frames, sentence starters; 11. Reading text/instructions aloud; 12. Pre-teaching vocabulary; and 13. 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; 6. Rest breaks/movement breaks; 7. Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker; 8. 1:1 support; 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, Zones of Regulation, 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.
3d **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 Managers who are on call throughout the school day who provide restorative work so that access to the classroom can be achieved 4. Therapeutic wellbeing practitioner available for 1:1 and group sessions, drop-ins and targeted support for individual pupils including Thrive and Social Stories where appropriate 5. Student Council 6. Pupil Voice
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.boothe@ixworthhighschool.org School Telephone Number: 01350 234050 Trust SEND Trustee: Roger Margand. Contact Email: ea@setrust.co.uk
5 **Information**	An audit of staff expertise in SEND is undertaken annually. This includes but is not exhaustive of:

about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured	1. Trust CPD for Teaching Assistants – A year-long programme of CPD delivered by experts within the Trust and by Whole School SEND, covering topics such as Zones of Regulation, Precision Teaching, Sensory Circuits, ASD, ADHD, Professional Conversations. 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 Teaching Strategies to support pupils with SEND, Step-On/Step-Up training 4. Specialist expertise engaged from external services – SES, Psychology in Schools, Neurodiversity Pathway Team, CAMHS, Suffolk NHS Trust Children's OT Team, Diabetes Specialist Nursing team
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. Additional specialist SEND agencies as listed above
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 once a term
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 support plan 2. Annual Reviews for EHC Plans 3. Personal Interviews 4. Wishes and Feelings 5. Pastoral and Behaviour Team Managers

Ixworth High School

9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school	Please refer to and use the school's existing complaints policy and procedure which is available directly from the school or website.
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 This can include: 1. Family Support 2. Speech and Language therapy 3. MAT support and advice 4. Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc. 5. In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost- effectiveness of the support used, and 6. 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 enquiries@suffolksendiass.co.uk https://www.suffolksendiass.co.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	Transition arrangements include: 1. Meetings with feeder schools to ensure all appropriate information is passed on in a timely manner 2. Contact and handover of information and strategies to and from receiving schools 3. Extensive Transition programmes for students with SEND over Summer Term 4. Liaison with Post-16 providers including use of Work Experience allocation for taster sessions at potential post-16 providers 5. EHCP review format to ensure effective planning for post-16 from Y9 6. School curriculum for careers and futures learning 7. Attendance to Year 5 or 6 Annual Review's to start the transition process early 8. Additional transitions days bookable via the SEND team
13 Information on where the local authority's local offer is published	https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0 https://www.norfolk.gov.uk/children-and-families/send-local-offer