

SET Ixworth School

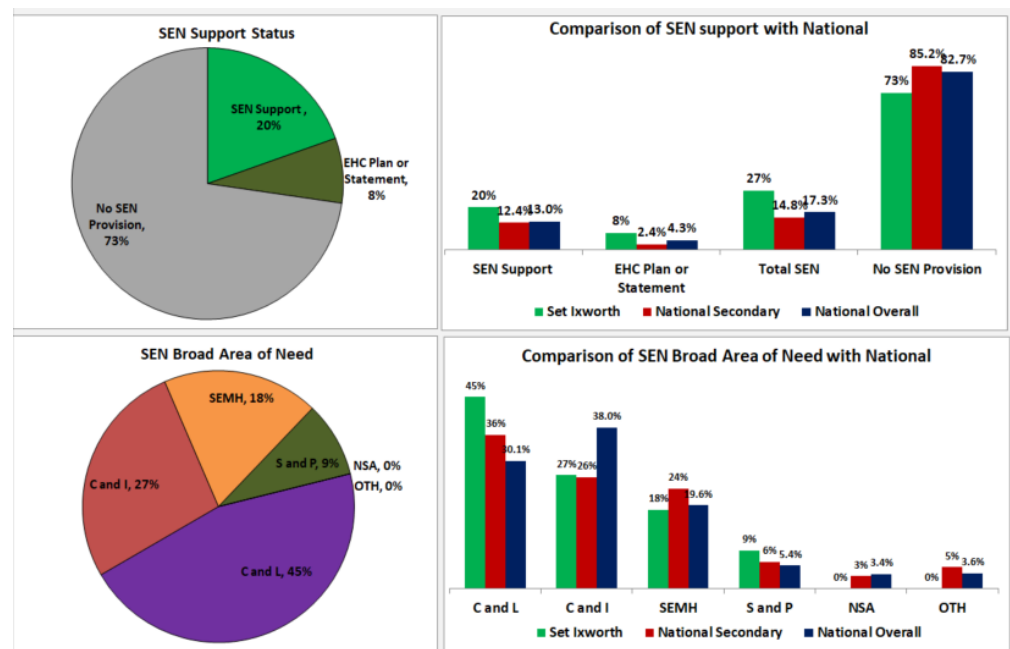
SEND Information Report September 2023

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

The school currently has 28% of all students identified with SEND including 8% of students with an EHCP.



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 Assessment System - CAT4 assessment on arrival in year 7
4. Whole School reading assessment - NGRT e.g., from this we identify standardised scores below 85 through colour coding for teachers & unpick low scores particularly those not identified by previous school
5. 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
6. Progress data supported by teaching staff
7. Observations in school to look at High Quality Teaching Provision
8. Feedback from teaching staff and observations
9. Referrals from parents
10. Referrals from staff through our barriers to learning form
11. Pupil referrals
12. SEND interventions not showing impact may also lead to further identification of

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	<p>need</p> <ol style="list-style-type: none"> 13. 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 14. Team Around the Child discussions
<p>3c The school's approach to teaching pupils with SEND</p>	<p>Provision for SEND pupils includes but is not exhaustive of:</p> <ol style="list-style-type: none"> 1. High Quality Teaching, with appropriate and effective “scaffolding to support” in place; 2. Additional adult support in classrooms where appropriate to form Teaching Teams with Teaching Assistants 3. Classroom support: <ol style="list-style-type: none"> a. Laptops b. Overlays c. Reading Pens d. Exit pass/Rest breaks e. Communication cards f. Movement breaks 4. Circles of trusted adults 5. Personalised intervention programmes led by trained Support Staff and Curriculum plus <ol style="list-style-type: none"> 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 7. Dual Centre provision (AP & School) 8. The sourcing of additional specialist support via external agencies e.g., CEPP, Dyslexia Outreach, School Nurse, 9. In-school specialist provision within Communication and Interaction Unit Provision for identified pupils 10. Wellbeing resources (Kooth, School Nurse, The Source, Calmhalm, Pastoral Google classroom) 11. 1:1 Pastoral input 12. Mentoring – Seckford Mentoring 13. School drop-in Attitude to Learning and Positive reports (Tutor led) 14. School Support Plan – SSP (HOU/L School led)

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<p>3a Evaluating the effectiveness of the provision made for pupils with SEND</p>	<ol style="list-style-type: none"> 1. Impact tracking is completed by every subject teacher and supported by the SEND department through quality assurance daily from SLT. 2. Interventions are tracked termly using assessment data and adaptations to provision are made considering the findings. 3. SEND Parent Voice Survey bi-annually 4. SEND Pupil Voice Survey bi-annually 5. Progress and evaluation are reported to Seckford Education Trust’s Board of Trustees and the Director of Inclusive Learning 6. Progress and evaluation of SEND is reported to the Education Committee via the Headteacher’s report termly 7. Specialist External Support is provided via the Trust Education Team. 8. SEND is a priority for all Quality Assurance undertaken by the Trust Education Team. 9. The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision. 10. SEND information Report posted on website 11. Close collaboration within school-based Team Around the Child (TAC) system
<p>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</p>	<p>We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.</p> <ol style="list-style-type: none"> 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. <p>These arrangements include:</p> <ol style="list-style-type: none"> 1. Data tracking for pupil progress including NGRT, ART, SEMH and Thrive assessments and Target Monitoring and Evaluation (TME) form. 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
<p>3d How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<p>The curriculum/learning opportunities may be adapted by:</p> <ol style="list-style-type: none"> 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. Additional adult support 5. Use of technology including reader pens, personalised laptops 6. Allocation and adaptation of room use

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	<p>Further Examples are:</p> <ol style="list-style-type: none"> 1. Clear and consistent classroom routines; 2. Visual aids, checklists and timers; 3. Graphic organisers, mind maps, spider diagrams; 4. Writing frames, sentence starters; 5. Reading text/instructions aloud; 6. Pre-teaching vocabulary; and 7. Breaking up longer texts and tasks into manageable chunks. <p>Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of:</p> <ol style="list-style-type: none"> 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. <p>For interventions, you could include for example:</p> <ol style="list-style-type: none"> 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. <p>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.</p>
<p>3g Support that is available for improving the social, emotional and mental health needs of pupils with SEND</p>	<p>Pupils are well supported by:</p> <ol style="list-style-type: none"> 1. An anti-bullying policy that is supported by Pastoral and Behaviour Managers 2. Thrive, Lego Therapy, Play Therapy, Music Therapy, 4YP 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. Curriculum Plus teacher 5. Therapeutic wellbeing practitioner available for 1:1 and group sessions, drop-ins and targeted support for individual pupils including Thive and Social Stories where appropriate 6. Student Council 7. Pupil Voice

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<p>4 In relation to Mainstream Schools and maintained nursery schools, the</p> <ul style="list-style-type: none"> - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Governor 	<p>Mr Andrew Fell – Executive Headteacher afell@seckfordeducation.or.uk</p> <p>Mrs Donna Heath – SENDCo sendteamixworth@seckfordeducation.org.uk</p> <p>Trust SEND Trustee: Roger Margand. Contact Email: ea@setrust.co.uk</p> <p>School Telephone Number: 01350 234050</p>
<p>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</p>	<p>An audit of staff expertise in SEND is undertaken annually. This includes but is not exhaustive of:</p> <ol style="list-style-type: none"> 1. The SENDCO has SENCo qualification of National SENCO Award 2. Trust CPD for Support staff <ol style="list-style-type: none"> a. Reading in the classroom b. Super Cop and what came next c. Supporting pupils with ASD/ Girls masking d. Great questioning e. A simple guide to effective teaching f. Success in SEND g. Understanding SEND funding 3. Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning 4. Termly CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High Quality Teaching Strategies to support pupils with SEND 5. Support staff training for LEXIA 6. Whole staff training in Dyslexia, ASD, ADHA, FASD, Underlying behaviour, systems and support at Ixworth 7. Specialist expertise engaged from external services – SES, Barnardo’s NDD Pathway Team, Suffolk Early Help, CEPP, 4YP, 8. Termly CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High Quality Teaching Strategies to support pupils with SEND, 9. Individual training in SLCN, ADHD, ASD, Code of Practice, specific learning difficulties including Dyslexia, Working Memory; ELKLAN, Social Stories, Lego Therapy, Thrive <p>All staff have been trained & refreshed in the differentiated Graduated Approach - September 2023.</p>
<p>6 Information about how equipment and facilities support children and young people with SEND will be secured</p>	<ol style="list-style-type: none"> 1. Support Services including health services 2. National and Local Charities 3. Volunteers 4. MASH Hub 5. Suffolk Support 6. Early Help & Family Support (Suffolk and Norfolk County Council) 7. Additional specialist SEND agencies as listed above

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<p>7 The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</p>	<p>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 their termly review.</p> <ol style="list-style-type: none"> 1. Breakfast, Lunchtime support, afterschool clubs 2. Telephone Land and Mobile 3. Text 4. Email online 5. Parent View 6. Parents Evenings 7. Pastoral & Behaviour Team Managers 8. SENCO & SEND Team direct contact 9. Face-to-face meetings 10. Annual Parent Survey 11. Online meetings 12. Virtual training sessions 13. Google Classroom
<p>8 The arrangements for consulting young people with SEND about and involving them in their education</p>	<p>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:</p> <ol style="list-style-type: none"> 1. Pupil Voice 2. Student Council 3. Annual Reviews for EHC Plans 4. Personal Interviews 5. Wishes and Feelings 6. Pastoral & Behaviour Team Managers 7. Online meetings with parental supervision 8. Google classrooms
<p>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</p>	<p>Please refer to and use the school’s existing complaints policy and procedure which is available directly from the school or website.</p> <p>Complaints-Policy-Winter-Term-2023.pdf (ixworthschool.org.uk)</p>
<p>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,</p>	<p>The Seckford 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 SET Ixworth School.</p> <p>This can include:</p> <ol style="list-style-type: none"> 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.

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<p>local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.</p>	<p>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.</p>
<p>11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.</p>	<p>Suffolk SENDIASS – Telephone 01473 265210 enquiries@suffolksendiass.co.uk https://www.suffolksendiass.co.uk/</p> <p>Norfolk SEND Partnership - Telephone: 01603 704070 SEN Centre of Excellence - Telephone: 03448008020 or email send@norfolk.gov.uk</p>
<p>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</p>	<p>Transition arrangements include:</p> <ol style="list-style-type: none"> 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
<p>13 Information on where the local authority's local offer is published</p>	<p>https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0</p> <p>https://www.norfolk.gov.uk/children-and-families/send-local-offer</p>