

SEND

SEND Information Report 2021/2022

Part of the Norfolk Local Offer for Students with SEND

Updated 25/11/21

Review date 30/11/22

Introduction

Welcome to our SEND information report, which is part of the **Norfolk Local Offer** for students with Special Educational Needs and Disabilities (SEND.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for students with SEND. The information published will be updated annually.

At Stalham High School, we are committed to working together with all members of our school community. This local offer has been produced with students, parents/carers, the local governing body and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

- Mr Lee McMahon – SENCO (Special Educational Needs Co-ordinator)
 - Dr Andrew Richardson - Executive Headteacher (Synergy Multi Academy Trust)
 - Mrs Constance Tyce -SEND Governor
- If you think your child may have SEND, please speak to their Subject Teacher or contact Lee McMahon our SENCO on 01692 580281.

Our Approach to Teaching Students with SEND

At Stalham High School, we believe in participation and progress for all. We want all adults and students to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of students' backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all students and actively monitor teaching and learning in the school. For more information on our approach, please see our teaching and learning policy on this website.

As part of the school's plan for continued professional development, staff are offered updated training, advice and strategies on how to meet the needs of all students. We also work with external partners who provide up to date training for any incoming or developing needs which may require specialist support.

We aim to create a learning environment, which is flexible enough to meet the needs of all members of our school community. We monitor progress of all students, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, while form tutors undertake a mentoring and supervisory role.

At Stalham High School, we value:

Learning for all.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age

(b) or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

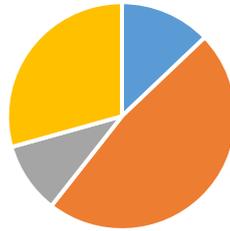
If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Students can fall behind in school for lots of reasons. They may have been absent from school, or they may have attended different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, or they may be worried about different things that may distract them from learning. At Stalham High School, we are committed to ensuring that all students have access to learning opportunities, and for those who are at risk of not learning or making sufficient progress, we will intervene. This does not mean that all vulnerable students have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our SEND profile for 2021-22 shows that we have 24%(109) of students identified as having SEND, and 15% (16 students) of those have an Education Health and Care Plan (EHCP).

Of the students on our SEND register,

Proportion of categories of need on SEND Register 21-22



■ Communication and Interaction ■ Cognition and Learning
■ Physical & Sensory ■ Social, Emotional & Mental Health

Assessing SEND at Stalham High School

It is every member of staff's responsibility to assess when a child might present with a difficulty with learning. At Stalham High School, we ensure that assessment of educational needs directly involves the learner, their parents/carer and, of course, their teachers. The Special Educational Needs Co-ordinator will also support with the identification of barriers to learning.

At Stalham High School, we use data to help us in our quest to accurately assess and plan for the needs of all students with SEND. The data used is a culmination of students' EwL (engagement with learning) grades, standardised reading and spelling scores as well as data produced from Go4Schools which tracks student behaviour, merits and academic progress. This information is required to help us form a starting point, from which to intervene and then build a comprehensive picture of progress.

For some students, we may want to seek advice from specialist teams. In our school and Trust, we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website available at <http://www.norfolk.gov.uk/SEND>

Stalham High School as part of the Synergy Multi Academy Trust (SMAT) have also commissioned for 2021-22 support from:

- Testwise for schools – Dyslexia Screening software
- Specialist Assessor – Amander Roper (CEPP)
- School Counsellor – Duncan Yuile
- Educational Psychology Services Chris Ducker (CEPP)
- ACE Action Community enterprises – Alternative provision

Education Health Care Plans

Who can request an EHC needs assessment?

- A person acting on behalf of a place of learning. For example, a teacher, or college staff. A request should have the knowledge and agreement of the parent or young person (where possible)
- A professional or organisation. For example, a health and social care professional, a foster carer, early years practitioner, the youth offending team or probation service. Again, a request should be done with the knowledge and agreement of the parent or the young person (where possible)
- Parent carers or a family member, for a child aged 0-16 and for a young person with SEND (aged 16-25) who cannot make the referral independently or with support
- Young people with SEND (aged 16-25) who can make the request independently or with support

Should you wish to pursue or initiate an application for an EHCP you can find the Parent/Carer request for assessment via the link below.

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/education-health-and-care-ehc-plans/ehc-needs-assessment-and-plans/ehc-needs-assessment-requests>

What we do to Support Students with SEND at Stalham High School

Every Teacher is required to adapt the curriculum to ensure access to learning for all students in their class. The Teachers' Standards detail the expectations of all Teachers, and we at Stalham High are proud of our Teachers and their development. Further information is available from the [Department for Education](#).

Our Teachers will use various strategies to adapt access to the curriculum. This might include using:

- Writing frames
- iPads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system (Merits)
- Dragon Text Speech Software
- Smart board Software (soon to be updated in Jan 21)
- Easy grip start handwriting pens
- Noodles and stress relief toys
- Coloured overlays, coloured exercise books (by external assessment only)
- Differentiated learning objectives

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. There are two stages to the code of

practice, which indicate what level a young person's needs are considered. The first is those placed at 'SEN support' and those who have been awarded an EHCP. The implementation of support at the lower stage (SEN Support) is achieved using a combination of in school resources and the local offer by using a graduated approach of assess-plan-do-review, making sure provision is appropriate and effective.

Supporting SEND outside the classroom is sometimes required to help to close the gap in a child's learning or help overcome a barrier to learning. This intervention style of support can take a variety of formats:

- **Inclusion Support** – We have an Inclusion Manager (Ms Beck) and two student managers who help students to remain in the school environment when their behaviour might otherwise prevent them from being able to cope in a classroom environment. Students are sometimes able to collect work from lessons and study in the alternative area known as the Learning Support Unit. This usually implemented as a temporary solution and the outcome is always for the student to return to lessons.
- **Key Worker** – Some students take great comfort in having an adult that they can talk through their issues with and ask for help regarding a particular area of their schooling. Key Workers offer a more in-depth level of monitoring. They also facilitate links between home and school and help to communicate on the student's behalf, to both parents and senior staff and teachers.
- **Individualised curriculum** – In rare cases, it is necessary to adapt a student's curriculum to meet their own specific needs. Any changes to a student's curriculum are done so in consultation with parents and approved by the school. Stalham High also employs 5 Teaching Assistants (TA's) and an Assistant SENCO (Mrs Graham), who delivers most of the interventions we offer, as co-ordinated by our SENCO. Some of the interventions we offer can be seen listed below. If you would like to contact any member of the SEND department, please do so via the SENCo or front office.
 - 1:1 reading
 - Lexia
 - Speed up handwriting intervention
 - Catch up literacy
 - Catch up numeracy
 - Small group or 1:1 spelling intervention
 - Reading buddies
 - Dockside – phonics, spelling, reading and comprehension
 - Typing booster sessions
 - Accelerated Reader
 - Functional skills

After our academisation in joining the Synergy Multi Academy Trust we can now offer the services of the school's new Guidance Advisor. Our Guidance Advisor will be on hand to offer your child a variety of Information, careers, advice and guidance.

If you would like your child to have a careers appointment please email office@stalhamhigh.co.uk or Mr McMahon directly on lmcmahon@stalhamhigh.co.uk.

Funding for SEND

Stalham High School receives funding directly to the school from the Local Authority to support the needs of students with SEND. This is described in an SEND memorandum. The initial amount of funding we received for 2021-22 was £108,130.

How do we find out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Stalham High School. Parents/carers, students and staff are involved in reviewing the impact of interventions for students with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and students are involved in each step. Before any additional provision is selected to help a student child, the SENCo, Teacher, student, and sometimes parent/carer, agree what they expect to be different following this intervention. A baseline will usually be recorded, which can be used to compare the impact of the provision.

Students, Parents/carers and teaching and support staff will be directly involved in reviewing progress wherever possible. This review can be built into the intervention itself, or it can be a formal meeting held (when requested) once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP), the same termly review conversations take place, but the EHCP will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. .

Progress data of all students is collated by the whole school and monitored by teachers, Senior Leaders and presentations made to the LGB (Local Governing Body). Our school and cluster data is also monitored by the Local Authority and Ofsted. Your child's Form Tutor will be able to assist you with any queries you may have regarding understanding your child's progress data.

Other Opportunities for Learning

All students should have the same opportunity to access extracurricular activities. At Stalham High School in 2021-22, we are working hard to increase these opportunities as we recover from pandemic related restrictions. An extra-curricular timetable is published at the start of each term (as the offer changes) and appears on our website as well as social media platforms.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Assistant Headteacher Mr McMahon (Director of Student Support and Guidance) to discuss any specific requirements.

All staff at Stalham High School have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010's definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes students with long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Students and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled students and young people and those with SEND. Students and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

Preparing for the Next Step

Transition is a part of life for all students. This can be transition to a new class in school, having a new teacher, moving on to another school or training provider, or moving into employment. Stalham High School is committed to working in partnership with students, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all students with SEND. Where appropriate, in addition to the SENCO, the school's Guidance Advisor and/or Assistant SENCO will be involved to ensure adequate support is provided. Transition to college is discussed in the summer term of Year 10, to ensure adequate time for planning and preparation. For students with an EHCP this transition work begins earlier, in Year 9.

Stalham High School welcomes presentations from all colleges and sixth form providers to ensure a broad and suitable offer to students is made.

Have your Say

Stalham High School is our community school. We can shape and develop provision for all of our students, ensuring achievement for all. This SEND information report declares our annual offer to students with SEND, but to be effective, it needs the views of all parents/carers, students, governors and staff. So, please engage with our annual process to 'assess, plan, do and review' provision for SEND at Stalham High School.