



Special Educational Needs & Disability Report and Local Offer

Stalham High School

Written by	M Hanley
Ratified by Governors	September 2023
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Key Information

SEND Information Report **2023-2024**

Stalham High School

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Working Hours: Monday – Wednesday (Week 1), Monday – Thursday (Week 2)

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Introduction

Welcome to our Special Educational Needs and Disabilities Information Report (SIR).

This SIR forms part of the [Norfolk Local Offer](#) for learners with Special Educational Needs and Disabilities (SEND).

The [Norfolk Local Offer](#) is published by the [Norfolk County Council's Children's Services](#) and provides information and direction about what provision is available in Norfolk for young people with SEND aged 0 – 25 years across education, health and social care.

All governing bodies have a legal duty to publish information on their website about the implementation of their policy for students with SEND.

The intent of this SIR, therefore, is to deliver what inclusion looks like in our setting for students with SEND, including children who are looked after (CLA) with SEND. It details how we put our SEND policy into practise.

The SIR is updated annually by Stalham High School's SEND-Co. As part of this process, it is essential that all parties provide feedback. This will enable better understanding and future delivery of policies and procedures for SEND students and their families. We would welcome your feedback and future involvement so please do contact us.

The best people to contact are:

- Miss Megan Hanley, Special Educational Needs and Disabilities Co-ordinator (SEND-Co) at Stalham High School.
- Ms Leahanna Tarry, Assistant Head Teacher at Stalham High School and SRB Lead
- Mr Paul Norris, Assistant Head Teacher at Stalham High School
- Mrs Angela Davison, Assistant Head Teacher at Stalham High School
- Mr Lee McMahon, Senior Deputy Head Teacher at Stalham High School.
- Mr Alastair Ogle, Executive Head Teacher at Synergy Multi Academy Trust.
- Mrs Constance Tyce, SEND School Governor at Stalham High School.

As part of our SIR, you will find the following information:

- Our approach to teaching pupils with SEND

- Who we are: our staff, our training and our expertise
- How we work with parents-carers and young people with SEND
- The SEND for which we provide
- How we identify and assess students with SEND
- How we adapt and adjust to support students with SEND
- Additional Support available for pupils with SEND, including funding
- How we evaluate the impact of our provision for students with SEND
- How we support and improve emotional and social development
- How we enable students with SEND to engage in whole-school opportunities
- How we prepare our students for their next steps (transition)
- How we involve other organisations to meet our students' SEND and support their families
- Who to contact if parent/carers or students have concerns
- Our complaints procedure
- Useful Websites and Links
- Glossary of Terms

[Our Approach to teaching pupils with SEND at Stalham High School](#)

At Stalham High School, we believe in participation and progress for all students. Our values are in-line with the [SEND Code of Practice](#) in that all students should have: access to a broad and balanced curriculum; high expectations and ambitions; and support, so that they can achieve their best personal outcomes and fulfil their potential.

We believe, what is good for SEND students, is good for all students. Our approach is therefore inclusive of all abilities and diversities, centred around Quality First Teaching (QFT). QFT is a style of teaching which ensures high quality and inclusive teaching where lessons are designed to meet the needs of **all** learners.

This is achieved using a variety of teaching and learning strategies. For example:

- Good classroom routines and organisation.
- Well-planned and differentiated lessons which are accessible to all students' abilities.
- Adaptive teaching based on good Assessment for Learning (AfL) in lessons to further develop students' understanding or address misconceptions.
- Clear and direct instructions
- Support throughout the lesson, which may include a good variety of activities to support learning styles, and modelling so that expectations are shared with and understood by students.
- Scaffolding or chunking to support students so that tasks are broken down, making them manageable and therefore success achievable.
- Specific, regular and constructive feedback.

[Who we are: our staff, our training and our expertise](#)

The SEND Department is currently made up of a team of seven staff. This includes the SEND-Co and six Teaching Assistants.

The SEND Department is further supported by the Learning Support Unit (LSU) Team, who offer emotional and pastoral support to our students. The LSU Team is made up of a dedicated team of Student Managers and Inclusion Managers.

All staff at Stalham High School receive training on SEND. Ongoing training is provided as needed in response to the individual needs of learners.

In preparation for the new [Specialist Resource Base \(SRB\)](#), which will open in September 2023, staff have begun and will continue to receive relevant and up-to-date training to support all learners with SEND.

Our SEND-Co is currently in the process of completing the [Norfolk SEND-Co Now](#) training and will start the National Award for Special Educational Needs Coordination (NASENCo) from September as part of our commitment to Continuing Professional Development (CPD) regarding SEND and as is the legal requirement.

Our Teaching Assistants have completed various training linked to their individual roles including:

- Trauma training
- Epilepsy
- Supporting pupils with dyslexia
- Understanding Autism
- Exams Access Arrangement regulations
- Lego Therapy
- Zones of Regulation
- Talk About
- Diabetes

Additional support and training may be provided by specialist services and professionals upon referral, such as [Access Through Technology \(ATT\)](#), [School 2 School Support](#), [The Dyslexia Outreach Service](#), [The Norfolk Inclusion and SEND Team](#), [Open Arms Support](#) and/or an Educational Psychologist so that the school might understand how to support a student with SEND better.

[How we work with parents/carers and young people with SEND](#)

The thoughts, wishes and feelings of our students with SEND are central to our support and provision. This is underpinned by the importance of parent/carer views.

We aim to establish good communicative relationships based on mutual respect and trust with our SEND students and parent/carers. In doing so we create a successful support network which supports and promotes the holistic needs of the student.

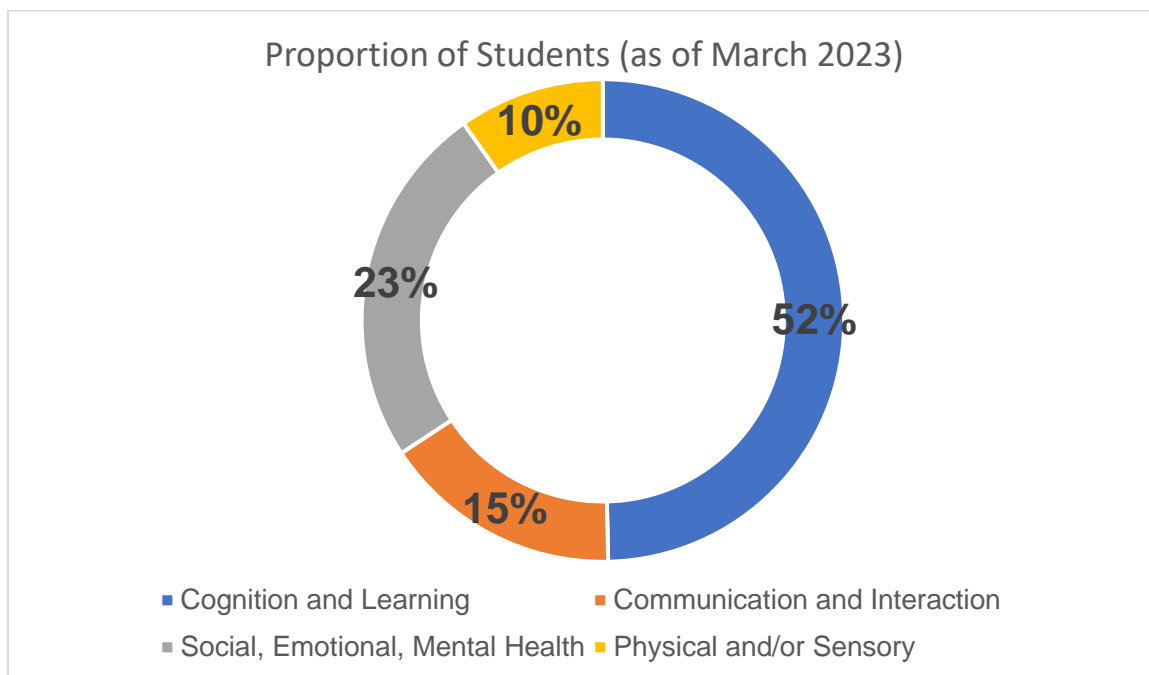
We involve parent/carers and students with SEND throughout our discussions and processes so that all parties feel listened to and understood, and so that they are provided with appropriate information and advice. For further details regarding these processes, please see below. Alternatively, please see our Key Information above for how to contact our SEND Department.

[The SEND for Which We Provide](#)

We currently have 118 students on the SEND register in Year 7 to 11.

There are 14 students with an Educational Health and Care (EHC) Plan and 104 who receive SEND support.

The proportion of students currently on the SEND Register who fall into the four broad categories of need (i.e., Cognition and Learning; Communication and Interaction; Social, Emotional, Mental Health; and Physical and/or Sensory) are as follows:



Please note that the above data only gives the proportion of students who have been identified within each primary need. There may be some students who may also have secondary needs that are not represented in this data.

How we identify students with SEND at Stalham High School

The [SEND Code of Practice](#), states that 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 him or her [or them]’.

The SEND Code of Practice defines a child or young person as having a learning difficulty or disability if they have:

“... a significantly greater difficulty in learning than the majority of others of the same age.”

Or if they have:

“... a disability which prevents or hinders him or her [or them] from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Whilst there are many reasons a learner may fall behind, only those with a learning difficulty that requires special educational provision are identified as having SEND.

We use a range of information to help identify students with SEND. This includes:

- Information from a students’ previous setting.
- Information from the students’ teachers and teaching assistants.
- Information from parents/carers.
- Information from students themselves.

- Screening tools to help identify the likelihood of conditions such as dyslexia

In addition to this, all students are assessed every term in all subjects and in literacy and spelling, by way of standardised tests. We do this so that we can monitor our students' learning and progress. We then use this data to identify students who may be finding it difficult to progress at a similar rate to their peers and identify any potential barriers these students may have to learning.

If a learner is identified as having SEND, we will provide support that is additional to or different from our high quality, [QFT](#) approach, as per the [SEND Code of Practice](#) and [Children and Families Act 2014](#).

How we assess students with SEND at Stalham High School

If a student is identified as having SEND, teachers, teaching assistants, the LSU Team and the SEND-Co will work closely with the student, and parents/carers to assess what resources are required and what support will be needed.

At Stalham High School, we use a four-step graduated approach. This means we follow the following process:

- Step one: **Assess.**
- Step two: **Plan.**
- Step three: **Do.**
- Step four: **Review.**

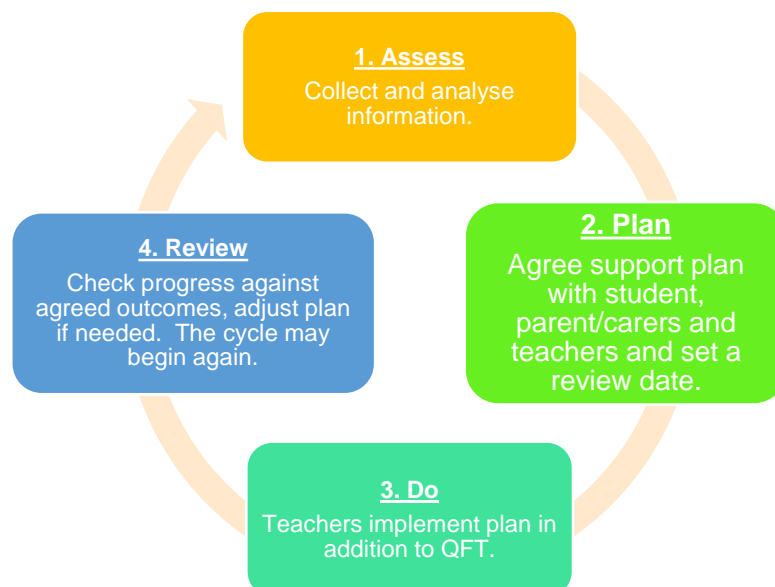
Step one Assess: when a learner is assessed as having SEND, we establish a baseline. This could include data from assessments, observations from teachers and teaching assistants, will also inform agendas to discuss a pathway/plan of action with parents-carers and students.

Step two Plan: together with the student, parent-carers and teachers, a plan and pathway to include actions to be taken and support and resources to be provided, is agreed and a date is set for review.

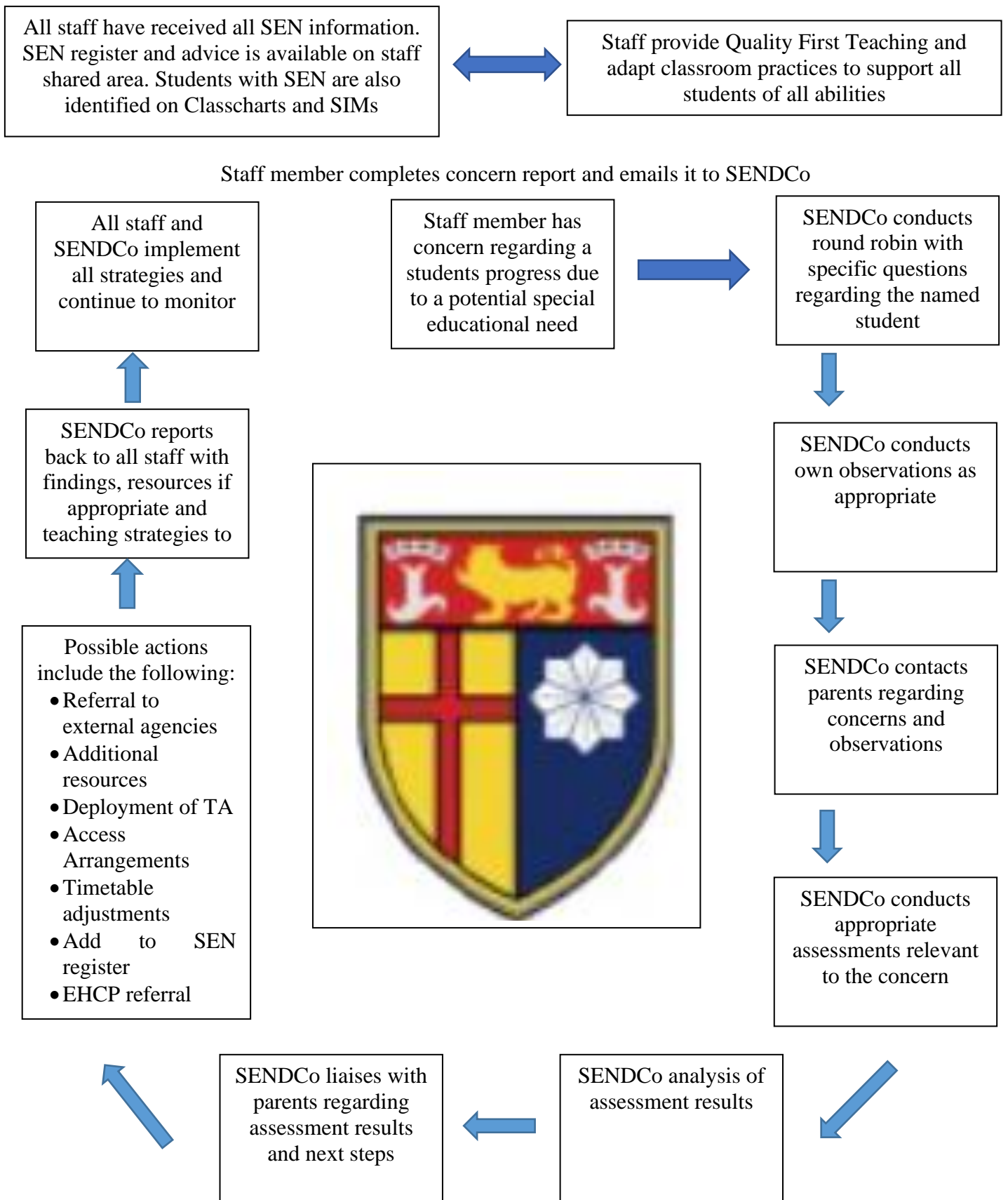
Step three Do: the plan is actioned and put in place as agreed by all interested parties

Step four Review: the impact of the support and provision for the student is evaluated and communicated with parent-carers and the student. Further steps are discussed and put in place if necessary. The cycle may begin again.

This process is further outlined in the diagrams below:



Potential Special Educational Need Concern Process



In addition to this, and sometimes as part of this process, we may seek support and guidance from external professionals. Stalham High School may be able to request the support of the [Synergy Multi Academy Trust \(SMAT\)](#) and from the following professionals:

- Specialist Assessors and Exam Access Arrangements (EAA) Assessors at [CEPP](#)
- Educational Psychologists at [CEPP](#)
- School Counsellor
- School Chaplain Support Worker
- Youth Services such as the [YMCA](#)
- [Norfolk Educational Psychology and Specialist Support](#)

The above is in addition to the services provided by Norfolk County Council as set out in [Norfolk's Local Offer](#).

[How we adapt and adjust to support students with SEND](#)

As mentioned in [Our approach to teaching pupils with SEND at Stalham High School](#), our inclusive approach is centred around [Quality First Teaching \(QFT\)](#), a style of teaching that ensures high quality and inclusive lessons that meet the needs of **all** learners.

As part of [QFT](#), teachers at Stalham High School practise [Adaptive Teaching](#). This means that we adapt our teaching to respond to the strengths and needs of all pupils, knowing when and how to differentiate appropriately and effectively, and how best to overcome barriers to students' learning.

Whilst the type of adjustments made are dependent on the individual learning needs of each student with SEND, some examples of how we adjust and adapt the curriculum include:

- Visual and/or adapted resources
- Dyslexic-friendly resources
- Writing frames and sentences starters
- Purposeful seating plans
- Additional adult/Teaching Assistant support where need is required and availability allows
- Sensory breaks and access to a quiet space

[Additional Support available for pupils with SEND and Funding](#)

Stalham High School receives funding from the [Local Authority](#) to support learners with SEND. Further information regarding this can be found in [SEND Norfolk Memorandum](#). The initial amount of funding received for the academic year 2022 – 2023 is £122, 978.00.

This funding is used in a range of ways. Some examples include:

- Teaching Assistant support and deployment
- Short-term literacy- and numeracy-based interventions, such as Lexia
- Assistive technology, such as laptops, recording and reading devices and/or software
- Online virtual learning platforms such as Ed Class
- Support from outside specialists such as Speech and Language Therapists, Occupational Therapists and Educational Psychologists

Additional support available for SEND students which does not directly come from Local Authority funding may include:

- Inclusion support
- Designated Key Workers
- Individualised curriculums and/or interventions

For students who are not able to attend school for medical reasons, we seek support from the [Medical Needs Service](#) at the Norfolk County Council.

How we evaluate the impact of our provision for students with SEND

Monitoring progress for all students is an integral part of teaching and learning at Stalham High School.

In order to evaluate the impact of our provision for students with SEND, we first establish a baseline measure. This is done as part of our [four-step graduated approach](#). In doing so, we can compare any data gathered to this baseline and assess the impact of the provision and support.

We use quantitative and/or qualitative data. This is gathered by the SEND-Co who will liaise with the student, parents/carers, teaching staff, support staff and any other relevant or involved professionals.

This reflective process enables us to assess whether the provision provided is having or has had the desired and impactful result so that successful learning can take place and continue to take place. If not, our [four-step graduated approach](#) will start again.

How we support and improve emotional and social development

Our pastoral programme promotes and celebrates differences so that all students feel seen and recognised within our school community.

In addition to this, our vertical tutor system supports and benefits all students in a variety of ways, including:

- A smaller tutor to student ratio, therefore enabling tutors to spend more time with individuals and to monitor progress more easily
- The breaking down of barriers between year groups, therefore enabling older students to act as role models and peer mentors, and younger students to develop important skills beyond the context of students the same age as them
- The reduction of in-year rivalry and “cliques” which means students are more likely to be friendly and kind towards each other
- A sense of belonging to a wider community thanks to competitive house system

Additional pastoral support may also include a designated Key Worker for students with SEND, small group interventions with a specific focus such as social skills and one-to-one mentoring and counselling.

In addition to this, we also work closely with the YMCA and have recently selected a small number of responsible students to take part in the Young Ambassadors training/programme/scheme to represent/support students with SEND.

How we enable students with SEND to engage in whole-school opportunities

Stalham High School is an inclusive school. We are committed to providing equal opportunities for all our students.

All our trips, extra-curricular activities and responsibilities are open to all students. Our Personal Development Days take place three times a year which allows for extra and/or cross curricular opportunities and excursions. This is in addition to other educational subject-specific trips available

throughout the year. In addition to this, an extra-curricular timetable is published at the start of each term.

Where necessary, we will consult with parent/carers and professionals to ensure accessibility and additional support may be offered to students with SEND to ensure participation for all.

How we prepare our students for their next steps (transition)

Transition is an important part of life for all students which can trigger many emotions. We aim to support all students with this process so that these significant stages throughout their education are managed and dealt with smoothly and effectively.

We provide support for all students during the following transition periods:

- From Primary school to high school
- From one academic year to the next
- From Key Stage 3 (KS3) to Key Stage 4 (KS4)
- High school to further education and/or employment

How Stalham High involves other organisations in meeting our students' SEND and supporting their families

In addition to [CEPP](#), we work closely with the following external organisations to support the needs of our students and their families:

- Norfolk County Council Inclusion and SEND team
- School 2 School Support
- Open Arms Support
- Virtual School Sensory Support

Additionally, as part of the Student Resource Base (SRB) project, we have additional support from CEPP [Norfolk Educational Psychology Specialist Support \(EPSS\)](#)

Who to contact if parent-carers or students have concerns

If the young person does not have an identified SEND, parent-carers should contact the student's Form Tutor in the first instance, who will liaise with the appropriate member(s) of staff.

If the young person already has an identified SEND, parent-carers should contact the SEND department. This can be done by contacting the school directly using the below contact details:

Tel.: 01692 580 281

Email: office@stalhamhigh.co.uk

Our Complaints procedure

At Stalham High School, we are committed to working with all our students, their parent/carers and our community. We aim for this to be a positive and successful experience for all. Therefore, we will ensure that any complaint is handled sympathetically, fairly and correctly. We aim to resolve

complaints so that positive relationships can be established and maintained in a way that all parties can move forward positively.

Useful Websites and Links

- [Access Through Technology \(ATT\)](#)
- [DRAGONS Disability Action Group for Young People](#)
- [Family Voice Norfolk Parent/Carer Forum](#)
- [Just One Norfolk \(Children and Young People's Health Services\)](#)
- [National Association for Special Educational Needs \(NASEN\)](#)
- [Norfolk County Council's Children's Services](#)
- [Norfolk Schools Budget Share Tracker](#)
- [Norfolk SEND Information Advice and Support Services \(SENDIASS\)](#)
- [Norfolk Youth SEND Forum](#)
- [Norfolk's Local Offer](#)
- [Norfolk's Medical Needs Service](#)
- [School 2 School Support](#)
- [Specialist Resource Bases \(SRBs\) in Norfolk](#)
- [Synergy Multi Academy Trust \(SMAT\)](#)
- [The Child and Educational Psychology Practice \(CEPP\)](#)
- [The Dyslexia Outreach Service](#)
- [The Education Endowment Foundation \(EEF\)](#)
- [The Equality Act 2010 Guidance](#)
- [The Norfolk and Norwich SEND Association \(NANSA\)](#)
- [The Norfolk Inclusion and SEND Team](#)
- [The Norfolk SEND Memorandum](#)
- [The SEND Code of Practice](#)
- [The Young Person's Guide to the Children and Families Act 2010](#)
- [YMCA Norfolk](#)