



IPSWICH HIGH SCHOOL
WOOLVERSTONE HALL
SUFFOLK, ENGLAND

Special Educational Needs and Disabilities (SEND) Policy

12 SEND Policy

This policy applies to the EYFS, Preparatory School, Senior School and the Sixth form. It will be reviewed every year by the Senior Leadership Team and the SENCO.

Inclusive Education:

Forming part of our Inclusion policy, the SEND policy recognises that inclusive education is an education which increases the participation of all pupils in, and reduces their exclusion from, the curriculum, other areas of school life and the wider school community.

Inclusion applies but is not restricted to:

- Pupils with special educational needs and disabilities (SEND) or additional learning needs (ALN)
- Pupils whose first language is not English (EAL)
- Minority ethnic groups
- Gifted and talented pupils (G&T)

Special Educational Needs Defined

Special Educational Needs are defined in the Children and Families Act 2015

20.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her

20.2 A child of compulsory school age or young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Disability Defined

Under the Equality Act of 2010, a person with a disability will have "a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities".

Pupils may have either a disability or SEN, or both, and actions taken comply with the Equality Act should complement the support already provided by SEN procedures where relevant. Not every pupil with SEN will qualify as disabled under the statutory definition; this will depend on the severity or extent of their needs.

Provision for pupils with disabilities is also covered by the school's Equal Opportunities Policy.

Additional Learning Needs

Ipswich High School is broadly selective and will have a relatively small proportion of pupils who would be considered to have special educational needs as defined by the Act.

Nevertheless, at Ipswich High School we recognise that there will be a proportion of pupils who will be hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision, which is usually a natural feature of high quality teaching and personalised learning in the classroom. These pupils, whilst not having 'special educational needs', will also come under the umbrella of the school's wider learning support provision and are referred to as pupils with additional learning needs.

Statement of Principles:

Enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential, forms the underlying principle upon which the provision for support for learning is based. This is reflective of Ipswich High School's core values.

Ipswich High School is committed to creating a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. This whole-school ethos reflects the value we place on diversity and respect accorded to all individuals.

Support for a variety of needs is a collective whole-school responsibility – all teachers are teachers of pupils with individual needs. This contributes to our mission statement whereby '*Ipswich High School exists to provide an excellent all-round education for girls aged 3 – 18, giving them the skills, knowledge and understanding which will help them to become capable, confident, caring members of society*'.

This SEND policy operates within a wider national and local policy framework, which includes:

- The Education Act 1996
- The Equality Act 2010
- The Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2015
- JCQ Adjustments for candidates with disabilities and learning difficulties. Access

Arrangements and Reasonable Adjustments

- Ipswich High School's Inclusion Policy
- Ipswich High School's Equal Opportunities (Education) Policy
- Ipswich High School's Structural Accessibility Strategy
- Ipswich High School's Admissions Policies
- Ipswich High School's Exclusion Policy
- Ipswich High School Safeguarding and Child Protection Policy
- Ipswich High School Behaviour Policy
- Ipswich High School Anti-Bullying Policy
- Ipswich High School Inclusion Policy

This policy and the school's SEND provision are informed by the SEN and Disability Code of Practice, 2015. Where required the school will have due regard to the Code, pupils who have a statement or an Education Health Care Plan (EHCP) for example. A further example is that a graduated approach is also adopted across the school.

Aims of this Policy:

The overarching aims of this policy are that:

- The school will accept and value each individual and their differences;
- The school will create a culture of encouragement, respect, and an understanding for all pupils appreciating that each person is an individual and will naturally have areas of difference;
- A coherent framework is in place for all staff, pupils, parents and other professionals involved with a child's development to plan, implement and evaluate learning support provision;
 - Pupils with SEND/ALN will engage in school activities alongside pupils who do not have SEND/ALN;
 - Every pupil will have access to a broad and balanced education that facilitates opportunities for learning and social development; Reasonable adjustment will be made to ensure every pupil has the opportunity to participate in lessons fully and effectively;
- Every pupil will have the opportunity to make optimum progress and fulfill their potential whilst promoting their individual well-being.

Objectives of this policy:

These aims will be achieved through the following objectives:

- Ensure early and earliest identification, assessment and provision for any pupil causing concern;
- Maintain relevant pupil records detailing individual needs and suggested

- support strategies for teaching staff to employ;
- The appropriate setting of individual learning outcomes based on a pupils prior achievements and aspirations. These should be informed by the learner and where appropriate their family;
 - Making efficient and effective use of school resources including through the sharing of expertise and good practice across the school;
 - In line with the school's medical policy, pupils should be supported appropriately considering any medical conditions;
 - All staff to contribute in identifying pupils who cause for concern. All staff are responsible for recognising, addressing and monitoring the individual needs of pupils;
 - Relevant information is available to staff in support of their curriculum planning regarding pupils' learning difficulties and disabilities;
 - A culture of inclusion will incorporate high quality teaching for all learners, with teachers using a range of appropriate and thus effective differentiation methods;
 - Pupils have access to a broad, balanced and relevant curriculum which is designed and differentiated to meet the individual needs of pupils;
 - INSET and support is provided to all teaching and support staff to ensure staff are well- informed about how to meet the needs of SEND/ALN pupils;
 - Effective parent partnership is encouraged to ensure a joint learning approach at home and at school;
 - Pupils are encouraged and supported to participate in decision-making processes that occur in their education;
 - Developing and sustaining strong links with relevant schools, organisations and outside agencies for example specialist teachers;
 - Staff are expected to promote equality, mutual respect and appreciation of diversity and difference through the curriculum, the PSHE programme, other school activities and their relationships with pupils, parents, other staff and members of the wider community;
 - Barriers to inclusion such as discrimination, stereotyping, and indifference are actively challenged;
 - Ensuring suitable pastoral care and support is available for all pupils so that they may develop in all areas and build a strong sense of self-esteem;
 - Pupils with a statement of SEND or an EHCP are reviewed according to procedures deemed appropriate by Suffolk County Council.

Implementation

1. Roles and Responsibilities

The role of the Head

The Head takes overall responsibility for the school's policies and procedures in relation to areas of SEND, ensuring that these accord with the principles and aims of the school's Inclusion Policy, and that all staff are aware of their responsibilities in this area.

The role of the School Governing Board

The role of the SEND link governor is Ann Monks. The School Governing Board is not the proprietor of the school and, as such, has no executive authority or legal responsibility for its performance. Ann Monks has no formal responsibility, but has been established to champion SEND issues and concerns on the School Governing Board, and provide constructive input and an external perspective to the strategic development of SEND at the school.

The Role of the Head of Learning Support (SENCO) and management of Provision:

Miss Dianna Firbank is a qualified SENCO and the Head of Learning Support across the whole school. The Assistant Head (Wellbeing), Mrs Joanna Fox, has overall responsibility as line manager of the Head of Learning Support, Miss Dianna Firbank, at Ipswich High school. The Head of the Preparatory School, Mrs Eileen Fisher, has overall responsibility for the Preparatory School.

The Head of Learning Support is responsible for the day to day implementation of the SEND policy, and managing provision. This will encompass:

- Overseeing identification, referral and assessment of additional needs;
- Developing and coordinating support systems;
- Managing other staff in the learning support team – at present this includes one member of staff in the Preparatory school and one member of staff in the Senior school;
- Managing resources;
- Maintaining records and ensuring relevant information is communicated to other staff, particularly at transition points;
- Liaising with relevant staff about pupil tracking and monitoring pupil progress;
- Advising and supporting staff, and contributing to INSET;
- Helping teaching staff identify and make provision through in-class differentiation and support for pupils with SEND/ALN;
- In the Senior school work with the Examinations Officer to ensure appropriate access arrangements are in place for external assessments;

- In the Junior School, ensuring suitable assessment arrangements are made for pupils who may need adaptations to the usual procedures;
- Working with parents;
- Liaising with external agencies;
- Liaison with other schools when pupils are transferring to other educational institutions to ensure relevant information is passed on;
- Monitoring and evaluating the impact of policy and provision;
- Keeping up to date with relevant legislation, research and current good practice, and revising policies and procedures as necessary;
- Seeking the views of pupils and taking them into account where appropriate;
- Working closely with the Head and SLT on policy development and relevant aspects of whole school planning.
- Working closely with the school nurse, particularly in relation to physical and sensory needs and those concerning mental health.

The role of Heads of Departments/Subject coordinators:

Subject leaders are expected to oversee and monitor SEND and ALN provision within their subject area. This will involve:

- Ensuring schemes of work include reference to adjustments for SEND/ALN and are free from discrimination or bias;
- Ensuring opportunities are open equally to pupils with and without SEND/ALN;
- Using high quality teaching and learning procedures (classroom observation, work scrutiny etc.) to ensure effective differentiation is in place and to review and improve practice;
- Keeping up to date with new approaches/resources which may be particularly appropriate for pupils with SEND/ALN in their subject area;
- Ensuring inclusion is a regular item on department/subject meeting agendas
- Liaison with Mrs Lorraine Deville, Director of Finance and Operations, when necessary with regards to updating structural accessibility plans.

The role of other teaching and support staff

All teaching and support staff are expected to provide for diverse pupils' needs, maximising their access to the whole educational offer, and enabling them to succeed. This will involve:

- Being involved in the development of the school's policies relevant to inclusion and being fully aware of the procedures for identifying, assessing and making provision for pupils with SEND/ALN;
- Being aware of which pupils in the school have SEND/ALN;
- Having a clear understanding of the physical, social and intellectual development of children at different stages and the needs of all pupils, including those with SEND/ALN, and being able to personalise their approach in order to overcome barriers to learning and engage and support them;
- As practitioners responsible and accountable for the progress and

development of the pupils in their class, planning and delivering an individualised programme and differentiating their teaching and resources to take account of the different learning styles, abilities and preferences of individuals, adopting an increasingly personalised approach to support where required in response to successive cycles of planning and review;

- Assessing and monitoring the progress of pupils with SEND/ALN and recording and reporting relevant information;
- Developing constructive relationships with parents;
- Liaising with the SENCO about support and progress;
- In instances that a Teaching Assistant supports in lessons, the teacher needs to liaise with them about their expectations for the lesson.

Communication and coordination

- New staff Induction sessions;
- Learning Support Database (SEND and ALN register) updated regularly and staff informed of any amendments;
- Links to resources available via the Learning Support Database;
- SEND/ALN links to class registers via SIMS as well as appropriately linked documents available on SIMS;
- Regular meetings between the Head of Learning Support and a member/members of SLT;
- Meetings, telephone and in-person minuted;
- Regular emails amongst staff to ensure they are kept appropriately informed;
- As necessary, liaison with the school nurse

2. Admissions

Equal Opportunities

Ipswich High School is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favourably, any pupil at, or applicant to, its schools on the grounds of race, disability, sexual orientation, religion or belief (or lack thereof), gender reassignment, sexual orientation, or pregnancy or maternity ('protected characteristics'). The school will also not discriminate against, or treat less favourably, any pupil at, or applicant to, its schools because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic.

Admissions Policy

The school's admissions policy can be found via the schools website under the information tab.

Admissions Arrangements

Ipswich High School is an academically selective school, and admission is dependent upon reaching the required academic standard. Prospective pupils with SEND will be admitted on the same basis, unless the school cannot reasonably make the adjustments required to cater for their needs.

Parents of children with SEND applying for a place at the school are invited to discuss the child's needs with the SENCO at an early stage, the school may also contact the child's current school to gain further information. Each pupil is looked at as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate a pupil's needs where possible, including in arrangements for entrance tests.

The school may charge for certain forms of additional provision for pupils with SEN, such as tuition from a specialist teacher. On occasions it may be felt necessary for a pupil to have an educational psychologist assessment carried out and this cost is incurred by parents, the Head of Learning Support is able to recommend professionals for this who have a good working relationship with the school. It should be highlighted that a report conducted externally by a specialist teacher or an educational psychologists will only be accepted and recommendations implemented if the professional conducting this has a working association/relationship with the school. When this takes place for a pupil who is currently registered as a pupil at Ipswich High School, the school must have informed part of the assessment by way of a questionnaire or a meeting with the professional.

In accordance with the Equality Act 2010, the school will make reasonable

adjustments (without charge) to its provision to ensure that pupils with disabilities are not put at a substantial disadvantage to their peers. The nature of these adjustments will be determined in consultation with the child and parents.

Pupils with an EHCP/statement

The school can be named by the Local Authority (LA) in an EHCP/statement with the school's agreement. Whether the school is named or not, a place will only be offered by the school once it is established that the school can support the provision specified on the statement /EHCP.

3. Identification and Assessment

Definitions:

Special Educational Needs

Special Educational Needs are defined in the Children and Families Act 2015.

20.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

20.2 A child of compulsory school age or young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Ipswich High school is a broadly selective and will have a relatively small proportion of pupils who would be considered to have special educational needs as defined by the Act.

Disability

Disability is defined under the Equality Act of 2010 as a person has a disability if she/he has "a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities".

Additional Learning Needs

Ipswich High School recognises that there will be a proportion of pupils who will be hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision, usually a natural feature of high quality teaching and personalised learning in the classroom.

These pupils, whilst not having 'special educational needs', will come under the umbrella of the school's wider learning support provision and are referred to as pupils with additional learning needs.

Pupils may have either a disability or SEN/ALN or both. Not every pupil with SEN will qualify as disabled under the statutory definition; this will depend on the severity or extent of her needs.

Children may have a disability/SEN/ALN either throughout or at any time during their school career, and may have SEN/ALN in one or in many areas of the curriculum.

Slow progress and low attainment do not necessarily mean that a child has SEN/ALN. However, they may be an indicator of a/ a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. These children however are likely to have additional needs of a different kind and may well receive learning support for their language development.

The Four Areas of Need

The SEN Code of Practice outlines four broad areas of need which can help with identification:

Communication and interaction

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

- 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.
- 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Needs may cut across some or all of these areas and may change over time. Any assessment should ensure that the full range of a pupil's needs is identified, not simply the primary need.

Routes to identification

The school recognises the importance of early identification of any learning needs, the signs of learning difficulties and the possible consequences such as

loss of self-esteem and frustration in learning. Early identification is a whole school responsibility.

The school uses a number of approaches to identify SEND/ALN:

- Identification at admission: through communication with parents, any previous school, and use of the admissions form whereby parents are asked to complete a medical form and confirm any SEND and/or ALN and identify any support received with reference to this. The school nurse liaises with the Head of Learning Support as appropriate when medical forms are checked.
- Identification at transition: through communication with feeder primary schools, teachers and parents. Pupils joining the sixth form will have an interview with a member of SLT and other pupils joining the school will be observed in relation to their academic and social skill sets – at EYFS this is done largely through observing a child through play and social activities.
- For pupils starting Senior School at the start of the academic year in September, a meeting is held in the summer term between the Head of Year 7 and/or a member of SLT and a pupils Junior School teacher/s to discuss individual needs of pupils progressing to Ipswich High School. Where necessary the Head of Learning Support will also be involved in these meetings and subsequent meetings and observations may be arranged to make the transition as smooth as possible. Handover meetings are held if a pupils teacher changes to ensure the new teacher is fully briefed and aware of a pupils individual needs.
- Identification through data tracking and screening: on entry MIDYIS and for some pupils a Lucid Rapid online screening test. In the Preparatory School, PIPS data and results of termly assessment are used. The Head of Learning Support meets with Preparatory teaching staff to discuss data trawls and liaises with subject specific teaching staff in the Senior School on the back of reports being written.
- Identification through staff concern: class and subject teachers make regular assessments of their pupil's progress. Where pupils make less than expected progress given their age and individual circumstances, the first response is to take a **graduated approach** to personalising learning in order to target areas of weakness using the assess-plan-do-review model identified in the SEND code of practice. It may be appropriate for staff to liaise with the Head of Learning Support with reference to this. Where progress continues to be less than expected, the class or subject teacher will work with the Head of Learning Support to assess the pupil. Across the Preparatory and Senior school, pupils may be added to the Learning Support Database against a level of need descriptor:
The Learning Support Database adopts a graduated approach and, as such, pupils' needs on the Learning Support Database will be categorised using the following terms:
 - Be aware/Pupil of Concern
 - Teacher Support

- Learning Support and Intervention
- Intensive Monitoring and Support (please refer to page 14 of this policy for descriptors linked to these terms).
- From time-to-time, and when appropriate, the Head of Learning Support will ask teaching staff to identify what in-class provision they have used to act as a support mechanism. In the Preparatory school, during termly meetings, each pupil on the database will also be discussed in relation to their progress. In the Senior School progress will be discussed with individual teachers as necessary and, where appropriate, further assessments may be carried out for example conducting psychometric assessments.
- Identification through pupil/parent concern: the school recognises that parents and the pupils themselves have a unique perspective on their learning. Class and subject teachers are expected to listen to and address any concerns raised by parents and pupils. The first response should be to adopt the graduated approach as detailed above, moving to involvement with the Head of Learning Support if difficulties persist.
- Emotional, social and mental health difficulties are likely to be identified and addressed through the school's pastoral system – tutors, year group heads, school nurse and counsellor. All staff should be alert to changes in attitude and behavior which may indicate such difficulties, and involve pastoral staff and the Head of Learning Support as appropriate. Where difficulties are long-lasting or severe, the school will consider whether the pupil might have SEND and require additional support

Where a pupil is identified as having SEN, parents will be formally notified.

4. Provision

Ipswich High School works on the principle that differentiated high quality teaching is an expectation for all pupils, including those with SEND/ALN. This will ensure that the majority will be engaged in their learning and achieve their potential. All our teachers are responsible for planning and delivering an individualised programme, personalising their teaching and providing constructive formative feedback to take account of the different learning styles, abilities and preferences of individual pupils.

The first level of support for pupils experiencing difficulties takes a **graduated approach** in the form of a four-part cycle in which the class or subject teacher **assesses** the pupil's needs drawing on a range of evidence, **plans** appropriate differentiation or interventions, **puts these into practice** and **reviews** the outcome.

The school provides staff training to ensure teachers and support staff have the knowledge and skills to work effectively with pupils with SEN/ALN. SEN is part of the school's induction and appraisal procedures and the Head of Learning Support is regularly available to provide advice and/or carry out lesson observations. Guidance about practical advice on teaching strategies teaching staff should consider incorporating into their teaching can be found on the Learning Support Database that all teaching staff have access to. Strategies for an individual pupil may involve:

- Additional support whereby intervention sessions will be focus and target driven;
- Further differentiation in the classroom with ideas suggested by the Head of Learning Support;
- Additional specialist resources for example a reader pen or computer based support programmes;
- Pastoral support and/or access to the school counsellor and/or school nurse;
- In consultation with parents, referral to external private specialists for example an educational psychologist. This will incur an additional cost to parents.

It is likely that any pupil who continues to not make expected levels will be put onto the Learning Support Database so that all teaching staff are aware of an individual pupils needs as it is expected that, if teacher differentiation and support has not facilitated progress, there is likely to be difficulties across more than one area of the curriculum.

In the Preparatory School, following the graduated approach, a pupil may receive additional support either in or outside of the classroom from a Teaching Assistant. It is expected that the class teacher liaises with the Teaching Assistant to ensure that this additional provision of support is complimentary/reflective of topics/subjects being taught in-class.

In situations whereby a pupil continues to fail to make expected levels of progress, the Head of Learning Support may be involved to assess the pupil using psychometric screening materials which will aid staff in establishing any underlining cognitive issues as well as dictating the nature of further support. Parents will also be informed of the results of such assessments.

Provision will be made in consultation with the pupil and parents, and progress will be reviewed regularly in order to inform future support.

Public Examinations and Access Arrangements

- Recommendations for exam access arrangements will be based on the current JCQ criteria. The Head of Learning Support will liaise with parents, pupils and the exams officer as to appropriate arrangements;
- The Head of Learning Support will compile evidence to support and access arrangements which will include teacher feedback and evidence of need in a pupils work. The Head of Learning Support will also complete a Form 8 Sections A & B and the specialist assessor or educational psychologist will complete Section C. In many cases Miss Dianna Firbank will also complete section C as the specialist assessor. With the exams officer, the pupil will be entered using the JCQ online application system;
- If parents have commissioned a private specialist teacher or educational psychologist report, it is up to the Head of Learning Support as to whether they accept the findings in line with JCQ guidance. Parents need to be aware that any external specialist assessor should have an established relationship with the school and communication must be made with the school prior to this assessment taking place. The school must contribute to the final report by way of a questionnaire or a meeting. It must be understood that a private report is no guarantee of access arrangements being awarded;
- Teachers will supply the Head of Learning Support will evidence of need so a substantial and clear picture of this being a pupil's normal way of working can be built up;
- Pupils requiring the use of a word processor in public examinations must demonstrate that this is their normal method of producing work in lessons. They should be using a laptop as their normal way of working for at least two terms before they can start using it in public examinations;
- Pupils in KS3 who may require access arrangements in future will be monitored and extra time awarded will be on a needs basis, subject by subject whilst in KS3.

Provision for pupils with EHC Plans/Statements

Provision for pupils with an EHCP/Statement will be made with due regard to the SEN Code of Practice. The school will co-operate with the LA and parents to work towards the provision set out in the EHC Plan/statement, and to review the plan as required.

Record keeping

The Head of Learning Support maintains registers (Learning Support Database) of pupils identified as having SEND and/or ALN. Pupils causing concern are also logged on this database and they are recognised at the level of pupil of concern/be aware. All teaching staff have access to the information held on the Learning Support Database which is updated regularly and in accordance with any new information that becomes available – teaching staff are notified of new information. The Learning Support Department recognises that the categories are fluid and movement of pupils from one category to another is not discouraged. This database is available for all staff and they are informed on any changes made to pupil's categorisation or information/recommendations.

Categories of need:

0. Pupil of Concern/be aware	<p>Pupils being monitored by the Learning Support Department due to parental/staff/pupil request or, Learning Support concerns due to observations/data analysis. Teachers should be aware of these pupils as they may need to differentiate work to meet their needs. At this level expect to see competent/fluent EAL pupils.</p> <p>This level also includes pupils who are being monitored to see if they need to move off of the Learning Support Database or up to Teacher Support level.</p>
1. Teacher Support	<p>Pupils with additional learning needs whose needs can be addressed by high quality teaching that is differentiated by following guidance/recommendations from The Head of Learning Support.</p> <p>Some additional support may be in place outside of the classroom through a short period of intervention.</p>
2. Learning Support and Intervention	<p>Pupils with known Learning Support needs or additional learning needs which cannot always be fully supported within the classroom by teaching staff. Support outside of the classroom will be coordinated by The Head of Learning Support.</p> <p>To support this level of need, the school may ask for support from other agencies to help with assessment and intervention.</p>
3. Intensive Monitoring and/or Support	<p>Pupils who are at risk of not making acceptable progress without specific intervention. Generally characterised by more complex and/or enduring difficulties that require the involvement of external services.</p> <p>To support this level of need, an educational psychologist report will generally need to be obtained and/or a report from a specialist teacher.</p>

Records are kept on all pupils on the Learning Support Database and/or in individual pupil's files which are held in a locked filing cabinet in the Head of Learning Support's office. Confidential records are kept securely in the locked filing cabinet and staff are informed on a need-to-know basis. These sources of information are updated regularly and may include:

- Details of any assessments;
- Details of any observations from staff;
- Notes on provision and updates to provision;
- Information from monitoring procedures;
- Communication with and reports from external agencies;
- Notes on communications with parents;
- Records of intervention.

Through SIMS relevant information is also made available to staff, for example the pupils on the Learning Support Database at any level are identifiable on SIMS registers. In a pupils linked document file on SIMS there may also be appropriate resources such as copies of educational psychologist reports.

Relevant information is also made available to staff by email and in meetings.

Provision for disabilities

The school has a structural accessibility plan which is under constant review. This recognises the areas of improvement/amendment needed in relation to improving accessibility to existing and prospective pupils with disabilities. Where provision for specific disabilities is not already in place, the school will work with individual pupils and their parents to determine appropriate support.

Evaluating the success of provision

The effectiveness of the school's provision is evaluated in individual cases via pupil tracking and monitoring. The success of SEND provision as a whole is monitored through:

- Regular review of the progress and achievement of individual SEND/ALN pupils against their target grades and cohort as a whole (in the Senior School against their peers to determine appropriate settings for example);
- Periodic consultation with pupils and parents;
- The outcomes of external inspection;

5. Working with pupils and parents

Pupils

At Ipswich High School, our ethos, organisation and culture supports pupil participation, and encourages pupils to take responsibility for their own learning. We promote pupil voice through the Student Council, adopt pupil-centred pedagogies such as assessment for learning. It is recognised that pupils with SEND/ALN have a unique knowledge of their own needs and circumstances, therefore the School seeks their views and includes them in decision-making processes that affect their education.

Parents

The relationship between the school and parents has a crucial bearing on the progress of pupils, particularly those with SEND/ALN. We actively seek to work with parents as partners and value their contribution. Teachers, the Head of Learning Support, support and pastoral amongst other staff all have an important role in developing positive and constructive relationships with parents.

- The SEND Policy is available on the school's website and parents are welcome to comment on SEND/ALN provision at any time;
- The school offers parents regular information evenings, including sessions which specifically address how to support their child academically and emotionally;
- The school seeks to engage parents of pupils with SEND/ALN at an early stage – ideally prior to admission – in order to get a full picture of the pupil's needs and make suitable provision;
- Parents of pupils identified as having SEN will be informed immediately;
- Decisions regarding provision, monitoring and review will be made in consultation with parents and this may be via an arranged telephone call, email exchange or a meeting in school;
- The Head of Learning Support is available at parent's evenings and an appointment is not always necessary.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If a parent has a concern about SEND/ALN provision, he/she, in the first instance, should raise the concern with the Head of Learning Support. It may be appropriate at times for this to be sent via a Preparatory School pupils form tutor or, in the Senior School, the pupils form tutor or Head of Year.

If a parent of a Preparatory School pupil wishes to make a complaint, they should refer the matter to the Head of the Preparatory School. Senior School pupils

should refer their matter to the Head of the Senior School. All complaints are heard through Ipswich High School's Complaints Procedure which can be accessed via the information tab on the Ipswich High School website.

6. Links beyond the School

Ipswich High School is committed to work in partnership with external services to ensure the best outcomes for pupils with SEND. For pupils with an EHCP/statement, we will co-operate with the Local Authority to work towards the provision specified on the plan, and to review the plan as required.

The school also works with a range of local therapists, specialists and voluntary organisations, including:

- Educational Psychologists;
- Educational Assessors;
- Specialist teachers and therapists.

Services may also be accessed directly by parents. The Local Offer – information on services across education, health and social care available in the area and how to access them – can be found at suffolklocaloffer.org.uk

Ipswich High School also has established links with other schools and institutions for the purpose of sharing good practice.

Policy	September 2010
Last Updated:	May 2018
Person Responsible:	Assistant Head