



IPSWICH HIGH SCHOOL

WOOLVERSTONE HALL
SUFFOLK, ENGLAND

SEND Information Report 2024-25

Ipswich High School is a proprietorial school owned by Ipswich Education Limited (IEL), whose Board has the legal responsibility to ensure that all regulatory requirements are met. This means that the Proprietorial Board has a role that is different to many independent schools. It is the role of the Proprietorial Board to provide the school with strategic guidance and oversight. The Proprietorial Board, therefore, have powers of scrutiny and are enabled to make recommendations for change and improvement. The Proprietorial Board are supported by voluntary advisors who will offer their advice as a “critical friend”. Board meetings are held every term.

The SEN Information Report applies to all phases of education at Ipswich High School including EYFS. It is reviewed annually by the SENCO and is available on the school's website. It replaces the SEND Policy and was ratified by the Proprietorial Board in February 2025

Inclusive Education

Forming part of our Inclusion policy, the SEN Information Report recognises that inclusive education is an education which ensures 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 or disabilities (SEND) Pupils whose first language is not English (EAL)
- Minority ethnic groups
- More Able and talented pupils (MAT)

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 they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

- (a) have a significantly greater difficulty in learning than most others of the same age, or
- (b) have a disability which prevents or hinders 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

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 to 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.

Statement of Principles:

Ipswich High School's warm environment, in which every single individual is valued and celebrated and where inclusion sits comfortably alongside aspiration and excellence, forms the underlying principle upon which support for learning is based. This means pupils are encouraged and enabled to participate fully in school life, whilst also provided with the support to ensure they reach their academic potential.

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 and special educational needs. This means, support for pupils with SEND begins with high quality teaching (HQT) in the classroom by a pupil's teacher/s. This SEN Information Report 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 and Peer-on-Peer Policy

The SEN Information Report and the school's SEND provision, have due regard for the SEN and Disability Code of Practice, 2015. With regards to all pupils who are on the school's SEND register, the school operates in line with the SEN and Disability Code of Practice, 2015.

Aims of this SEN information Report

The overarching aim of this report is to ensure that:

- The school meets the needs of all learners.
- The school creates a culture of encouragement, respect, and an understanding for all pupils and celebrates diversity of learning.
- coherent framework is in place for all staff, pupils, parents other professionals involved with a child's development to plan, implement, and evaluate learning support provision on a regular basis.

- Pupils with SEND will engage in school activities alongside pupils who do not have SEND. Every pupil will have access to a broad and balanced curriculum that facilitates opportunities for learning and social development.
- Reasonable adjustments will be made to ensure every pupil can participate effectively.
- Every pupil will have the opportunity to make optimum progress and fulfill their potential whilst promoting their individual well-being.

Objectives of the SEN Information Report:

These aims will be achieved through the following objectives:

- Ensure early identification, assessment, and provision.
- Maintain relevant pupil records detailing individual needs and recommended support strategies for teaching staff to employ as part of HQT.
- ▢ The setting of individual learning outcomes will be based upon a pupil's prior achievements and aspirations. These should be informed by the learner, the teacher/teachers and, where appropriate, the pupils' 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 are appropriately supported.
- ▢ All staff to contribute to identifying pupils who have not been identified as having SEND on entry/admission. 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' SEND.
- A culture of inclusion that incorporates HQT for all learners. Pupils have access to a broad and balanced curriculum.
- CPD, resources and support are provided to all teaching and support staff to ensure staff are well-informed about how to meet the needs of SEND 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
- ▢ Staff are expected to promote equality, mutual respect and appreciation of diversity and SEND 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 foster a positive self-image.
- ▢ Pupils with an EHC Plan are reviewed according to procedures deemed appropriate by the Local Authority

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 are in accordance 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 Head of Learning Support (SENCO) and management of Provision

Dianna Firbank is a qualified SENCO who has completed the National Award for SEN coordination.

Lisa Finch Head (Prep) is the SLT member who line manages the SENCO. The Head of the Preparatory School, Mrs Lisa Finch, has overall responsibility for the Preparatory School.

The SENCO is responsible for the day-to-day implementation of the SEN Information Report and managing provision. This encompasses:

- Overseeing identification of SEND.
Developing and coordinating provision.
- Managing other staff in the learning support team
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 whole school CPD.
- Helping teaching staff identify and make provision through HQT for pupils with SEND
Working closely with the Examinations Officer to ensure appropriate access arrangements are in place for public examinations.
- ◻ In the Preparatory School, ensuring suitable assessment arrangements are made for pupils who may need adaptations to the usual procedures.
- Working with parents
- Liaising with external agencies
- Liaising with other schools when pupils are transferring to other educational institutions to ensure relevant information is passed on.
- Monitoring and evaluating the impact of provision.
- Keeping up to date with relevant legislation, research, and current good practice
- Revising policies and procedures as necessary
- Seeking the views of pupils and taking them into account where appropriate, ensuring child centred approaches are used.
- ◻ 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 the relevant categories of need e.g., PNI, SEMH.

The role of Heads of Departments/Subject coordinators

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

- Ensuring schemes of work include reference to adjustments for SEND
- Ensuring opportunities are open equally to pupils with and without SEND
- Using high quality teaching and learning procedures (classroom observation, work scrutiny etc.) to ensure effective HQT
- ▢ Keeping up to date with new approaches/resources which may be particularly appropriate for pupils with SEND in their subject area(s)
- Ensuring inclusion is a regular item on department/subject meeting agendas
- Liaison with the school's Estates Manager, 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 our pupils' needs, maximising their access to the whole educational offer and enabling them to achieve their outcomes and experience success. This will involve:

- ▢ Being familiar with the school's policies relevant to inclusion and being
- fully aware of the procedures for identifying, assessing, and making provision for pupils with SEND.
- Being aware of which pupils in the school have SEND.
- Having a clear understanding of the physical, social, and intellectual development of children and/or young people at different stages in their development
- ▢ As practitioners responsible and accountable for the progress and development of the pupils in their class, planning and delivering schemes of work that take account of the different abilities and cognitive profiles of individuals as part of HQT adopting a child-centred approach to support as required should be in response to regular reviews.
- Assessing and monitoring the progress of pupils with SEND and recording and
- ▢ reporting relevant information.
- Developing constructive relationships with parents/guardians.
- Liaising with the SENCO and Learning Support Team (LST) about support and progress as required
- ▢ In instances that a Learning Support Assistant is supporting in class, the teacher needs.
- to liaise with them about their expectations for the lesson, deploying them as best appropriate to meet the needs of the pupils.

Communication and coordination

- New staff Induction sessions
- SEND register updated regularly, and staff informed of any significant amendments.
- Links to resources communicated by the SENCO with the relevant staff as appropriate
- SEND links to class registers via SIMS as well as appropriately linked documents available on the SEND register.

- Regular meetings between the Head of Learning Support and a member/members of SLT Meetings - telephone and in-person – minuted as appropriate
- Emails amongst staff to ensure they are kept appropriately informed as necessary, liaison with the school nurse.
- Staff informed of SEN CPD offers and resources available to access on SharePoint.

2. Admissions

Equal

Opportunities

Ipswich High School is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favorably, 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 school's website.

Admissions Arrangements

Ipswich High School is a broadly academically selective school; 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 and this is at the discretion of the school.

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. An offer for a pupil with known SEND will not be made without the SENCO at Ipswich High School contacting the prospective pupil'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 and every effort is made to accommodate a pupil's needs including, where possible, arrangements for entrance tests.

Part of the admission process is to ensure we can meet a prospective pupil's educational needs in the short, mid and long term and thus, with the information we are provided before an offer is made, Ipswich High School will take a long-term view using professional knowledge and expertise to ensure that, on the basis of the information we are provided at the point of enquiry, we are able to meet a prospective pupil's educational needs on a long-term basis. On moral grounds this is an imperative part of the admissions process.

Without intending to be exhaustive, the following are some of the factors that are likely to be considered when Ipswich High School reflects on whether we can meet a prospective pupil's educational needs, these are also factors that will help determine whether we are the right educational setting for a prospective pupil:

- The extent to which special educational provision can be provided to the pupil, with Part 3 of the Children and Families Act 2014 being considered.
- The resources that the school has and the availability of financial or other assistance
The financial and other costs that will be incurred by Ipswich High School to make the necessary adjustments for a prospective pupil with known SEND.
- The extent to which taking any step would be effective in overcoming the barriers the prospective pupil experiences.
- The practicability of the adjustments that would be required to ensure prospective pupils' needs are met.
- The effect that the special educational need and/or disability has on the individual.
Health and safety requirements
- The need to maintain academic standards.
- The interests of other pupils and prospective pupils

Whilst appreciating that it is unlawful for a school to charge for making a reasonable adjustment in any circumstance (as stated by the Equality and Human Rights Commission), for adjustments that are exceptional for our educational setting, Ipswich High School may charge for certain forms of additional provision for pupils with SEND, such as private tuition from a specialist teacher. For any provision that is charged, this will be an arrangement that is beyond a reasonable adjustment.

In certain situations, it may be necessary for a pupil to have an educational psychologist assessment or specialist assessment carried out externally. Such assessments have an attached cost that is incurred by parents/guardian. It should be highlighted that a report conducted externally, by a specialist teacher or an educational psychologist, will only be accepted, and recommendations where feasible implemented, if the professional conducting this has a working association/relationship with the school as well as professional accreditation. 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 on roll 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 complex learning needs and/or an EHCP

The school can be named by the Local Authority (LA) in an EHC Plan/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 /EHC Plan.

It must be understood that, as any pupil gets older, individual learning needs often change, or indeed present differently. For pupils with an EHC Plan or known complex learning needs (working at least a key stage below chronological age in at least one area of cognitive development), whilst at the time of applying the school may feel that the needs of the pupil can be met, this is subject to frequent review.

3. Identification and Assessment

Definitions:

Special Educational Needs

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

- ⌞ 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 thus the proportion of pupils who are considered to have special educational needs as defined by the Act should be assumed to be smaller than a maintained state school setting for example. SEND funding is provided by the government to schools that are not in the independent sector to fund SEND provision that is not available to the independent sector.

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".

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 (SEMH)

- ▮ 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 Neurological Impairment (PNI)

- ▮ 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 co-occur across some or all these areas, they may also 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

Early identification is a whole school responsibility. Every member of staff involved in a pupil's learning has a responsibility for recognising and passing on any concerns associated with a pupil that may indicate a potential underlying learning difficulty. This is because the school recognises that, in most cases, in a school environment, a pupil's teacher/s is/are generally most appropriately placed to notice gaps/concerns/difficulties associated with a pupil's learning, progress and/or development. This extends to classroom-based support staff.

Nonetheless, as a school we do recognise that it is not uncommon for some pupils to 'mask' their difficulties. Thus, at transition points, or when subject matter to be learnt gets increasingly more complex, staff are aware that this is the point when, sometimes, 'coping methods' become insufficient at allowing the pupil to continue to 'cope'.

The school uses several approaches to identify SEND:

- ⌞ At admission: through communication with parents, previous education settings and use of the admissions paperwork whereby parents are asked to complete a medical form and confirm any SEND and identify any support received with reference to this. The school nurse liaises with the Head of Learning Support (SENCO) as appropriate when medical forms are checked.
- ⌞ 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. A pupil's previous/current school is also asked to complete a reference, this provides another opportunity for any SEND to be noted.
- ⌞ In some circumstances, for pupils who have a known SEND, a meeting will be held in the term before arrival to discuss their individual needs. This will be an opportunity for the provision of support to also be discussed. Although not an exhaustive list, a member of SLT, the Head of Year/Key Stage and/or specific teachers are also likely to be involved in this meeting. It is also likely that a separate meeting will be arranged between the SENCO and a relevant member of staff from the school that the pupil is transitioning from.
- ⌞ Through data tracking and screening: on entry MidYIS. In the Senior School, the SENCO liaises with Heads of Year and the Deputy Head to analyse data collections. In the Preparatory School, class teachers can pass on their concerns based on their observations of pupils in class as well because of quantitative data obtained from PIRA and PUMA, as well as ongoing teacher assessments.
- ⌞ Through staff concern: class and subject teachers make regular assessments of their pupil's progress. In most cases, teaching staff should speak to the SENCO who will establish a clear picture of need by speaking to all the student's teachers. Teaching staff will always be asked, in the first instance, what has been implemented in class and the effects of this. Where pupils make less than expected progress, given their age and individual circumstances, this reflection of the first response in staff taking a graduated approach to personalising pupils learning to target areas of weakness – is reflective of the assess-plan-do-review model identified in the SEND code of practice.
- ⌞ Where progress continues to be less than expected, despite HQT, the class or subject teacher will work with the SENCO to assess the pupil. Across the Preparatory and Senior school, pupils may be added to the Learning Support Database and therefore SEND register against a level of need category.
- ⌞ The Learning Support Database adopts a levelled approach (waves) and, as such, provisions will be categorised using the following terms:
 - Be aware/Pupil of Concern
 - Teacher Support (HQT)
 - Learning Support and Intervention
 - Intensive Monitoring and Support

- ⌞ 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. Through this 4-stage cycle, if high quality, differentiated teaching does not seem to be addressing the area of need and difficulties persist, the provision may need to be increased by the SENCO. If a parental concern is raised and the SENCO has very limited information on their child, the teachers of the pupil concerned will be consulted.
- ⌞ SEMH needs are likely to be identified and addressed through the school's pastoral system – tutors, Heads of Year, the School Nurse, and counselling services. All staff should be alerted to changes in attitude and behavior which may indicate such difficulties and involve pastoral staff and the SENCO as appropriate. Where difficulties are long-lasting or severe, the school will consider whether the pupil might have SEND and require additional support.

4. Provision

Ipswich High School works on the principle that HQT is an expectation for all pupils, including those with SEND. HQT is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches used to engage, motivate, and challenge learners. It is about the way teachers use assessment and feedback to identify gaps and help pupils to make progress with their learning.

The first level of support for pupils experiencing difficulties takes a **graduated approach** in the form of a four-part cycle; 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 SEND. SEND is part of the school's induction and appraisal procedures and the Head of Learning Support/SENCO is available to provide advice and/or carry out lesson observations. Guidance about practical teaching strategies that should be considered by teaching staff can be found on the SEND register - all teaching staff have access to this. Strategies for an individual pupil may involve:

- ⌞ Additional specialist resources for example a reader pen or computer-based support program
- ⌞ Additional support outside of the classroom runs as an intervention which is focused upon an area of need provided in an enrichment session.
- ⌞ Pastoral support and/or access to a 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.

These strategies are outlined in the one-page profile that is created using child centred processes so that the pupil and their family are involved in making a summary of their needs. These are reviewed regularly and made available to staff, as appropriate. The aim of the provisions is to help enable progress as well as to facilitate the development

of independence and resilience.

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

Provision will be made in consultation with the pupil and parents, and progress will be reviewed termly with their key worker.

Public Examinations and Access Arrangements

- ⌋ Recommendations for exam access arrangements will be based upon the current JCQ criteria. The Head of Learning Support/SENCO will liaise with parents, pupils, and the exams officer as appropriate with regards to such arrangements
- ⌋ The Head of Learning Support/SENCO will compile evidence to support and access arrangements which will include teacher feedback and evidence of need in a pupil's work.
- ⌋ The Head of Learning Support/SENCO and or approved Level 7 Assessor will complete Part 1 and 3 of a candidate's Form 8. Part 3 will be completed once Part 2 has been completed. Part 2 will be completed by the specialist assessor or educational psychologist. The Examination Officer (Mrs Tracy Hunter) and SENCO will enter pupils access arrangements via the online application systems.
- ⌋ If parents have commissioned a private specialist teacher or educational psychologist report, it is up to the Head of Learning Support/SENCO 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 for any exam access arrangement/s being awarded.
- ⌋ Teachers will supply the Head of Learning Support/SENCO with the relevant 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. In assessments and examinations, the spellcheck feature will be disabled.
- ⌋ Pupils in KS3 who may require access arrangements in the future will be monitored and extra time awarded will be on a need basis, subject by subject whilst in KS3. This is not guaranteed.
- ⌋ The use of electronic readers will be encouraged and provided for with the use of Read Write software.

Provision for pupils with EHC Plans

Provision for pupils with an EHC Plan will be made with due regard to the SEN Code of Practice. The school will liaise with the Local Authority and parents to work towards meeting

the provision set out in the pupil's EHC Plan. A pupil's EHC Plan will be reviewed via termly review meetings and at an annual review meeting. Parents are expected to attend these meetings/conversations with the family. Any professionals working with a pupil to achieve the outcomes outlined in the EHC Plan, for example a Speech and Language Therapist, are expected to attend the annual review and as required, termly review meetings too. This may incur additional costs to the parents if this provision is paid for privately.

Record keeping

The Head of Learning Support/SENCO maintains a SEND register (Learning Support Database) of pupils identified as having SEND. 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 and this is updated in accordance with any new information that becomes available – teaching staff are notified of significant new information.

The Learning Support Department recognises that the categories are fluid and movement of from one category to another is not discouraged. This database, if available for all staff and any changes made to a pupil's categorisation or information/recommendation is updated on the Learning Support Database and SIMS.

Waves of SEND and Provision:

0. Pupil of Concern/be aware	Pupils being monitored by the Learning Support Department due to parental/staff/pupil request or, Learning Support concerns due to observations/data analysis. This level also includes pupils who are being monitored to see if they need to move off the Learning Support Database o
1. Teacher Support	Pupils with additional learning needs whose needs can be addressed by HQT. These students are not on the SEN register.
2. Learning Support and Intervention	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/SENCO. To support this level of need, the school may ask for support from other agencies to help with assessment and intervention.

3. Intensive Monitoring and/or Support	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. To support this level of need, an educational psychologist report will generally need to be obtained and/or a report from a specialist teacher.
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Information is kept on pupils identified on the Learning Support Database in individual pupil files. These files are held in a locked filing cabinet in the Learning Support department. Only the Head of Learning Support and Learning Support administrator have a key to this filing cabinet. 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
- Communications with parents
- Records of intervention

Through SIMS (Prep School) and Go4Schools (Senior School), relevant information is also made available to staff, for example those pupils on the Learning Support Database (at any level) are identifiable on SIMS/Go4Schools registers. Confidential reports can be included with parental permission via the SEN register which is located on the Staff area on SharePoint. 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, their parents and specialist professionals 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 is monitored through:

- Regular review of the progress and achievement of individual SEND pupils against their target grades
- Through public examination results value added data and regular consultation with pupils and parents
- The outcomes of external inspections

5. Working with pupils and parents

Pupils

At Ipswich High School, our ethos, organisation, and culture support pupil participation and encourages pupils to take responsibility for their own learning. We promote pupil voice through the Student Council and adopt pupil-centered pedagogies. It is recognised that pupils with SEND have a unique knowledge of their own needs and circumstances and therefore, as appropriate, the school is supportive of seeking their views and including them in the decision-making processes that impact their education. The students are directly involved in the creating and review of their one-page profiles and termly SEND reviews.

Parents

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

- ▢ The SEN information Report is available on the school's website and parents are welcome to comment on SEND provision at any time.
- ▢ The school offers parents evening for staff to meet with parents whether online or in person at least once a year.
- ▢ The school seeks to engage parents of pupils with SEND at an early stage; ideally, and in some circumstances essentially, prior to admission – 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 a pupil's parents/guardians, and this may be via an arranged telephone or Teams call, email exchange or a meeting in school at least once a term to review the SEND plan
- ▢ The Head of Learning Support/SENCO can be available at parents' evenings by means of an appointment.

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 provision in the first instance, this should be raised with the Head of Learning Support/SENCO. It may be appropriate at times for this to be sent via a Preparatory School pupil's teacher or, in the Senior School, a form tutor or Head of Year (HOY).

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 HOY. 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 EHC Plan, we will work with the Local Authority to work towards the provision specified on the plan, and to review the plan as required.

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 <https://www.suffolklocaloffer.org.uk/>
Please refer to the SEN Information Report for additional contact information.

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

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Person Responsible:	Head of learning Support/SENCO

