



**NORTHGATE**  
*High School*

# Special Educational Needs Information Report

Respect | Determination | Teamwork

**Review period:** Annual

**Review by:** Mr A Bluck

**Date Reviewed:** May 2026

**Next Review:** May 2027

# Special Educational Needs Information Report

## 1. Who is the Special Need Co-Ordinator (SENCo)? How can I contact them?

A team of specialist teachers lead the Learning Support team at Northgate High School:

Mr Adam Bluck	Assistant Headteacher – Learning Support	ajb@northgate.suffolk.sch.uk
Mrs Rebecca Allsop	SENDCO	rja@northgate.suffolk.sch.uk
Mrs Sarah Baalham	Assistant SENDCO (p/t)	sjb@northgate.suffolk.sch.uk

## 2. Who else is important in supporting my child who has special educational needs?

- 2.1** If your child has an Education Health and Care Plan (EHCP) or is identified at school support level (K), they may be allocated a keyworker. A keyworker is Teaching Assistant who has a group of between 8-10 students and who supports students with understanding and accessing their special educational needs; they will co-produce a Student Passport with you and your child. The keyworker will contact you at the start of the Autumn term: they will meet with students each half term.
- 2.2** If your child is below age related expectations in terms of attainment, they may have Foundation Learning as part of their curriculum. Foundation Learning is a bespoke curriculum pathway that underpins the school curriculum and is co-led with the English Department and Learning Support.
- 2.3** Your child is in a tutor group – you will meet your child’s tutor in Year 7 at Induction and then at Parents’ Evening in November. The form tutor is the first port of call for day-to-day queries.
- 2.4** Subject teachers are contactable for specific advice and your child’s Head of Year will address concerns around general progress. The Assistant Head of Year team is available to support concerns around attendance, behaviour and well-being.

## 3. How does the school identify students with special needs?

- 3.1** Identification of students with SEND begins prior to transfer in Year 6. Students with Education, Health and Care Plans that name Northgate High School, have their plan sent to the SENCO early in Year 6, to inform of need and provision. Where Northgate High School is named on the Education, Health and Care Plan the Assistant Headteacher or SENCO or Head of Foundation Learning is invited by Primary Schools to attend Year 6 Annual Reviews.
- 3.2** In the Summer Term, the SENDCO and pastoral team colleagues liaise with feeder Primary Schools, to collect transfer information around the student’s strengths, interests, support needs, attainment at the end of Key Stage 2, analysis of assessments, standardised test scores, stage of support details and Individual Education Plans. Year 6 teachers also fill in transfer sheets around attainment in English and Mathematics, additional needs, areas of strength and student interests. We make contact with out of catchment primaries when special needs are identified.
- 3.3** Prior to entry, staff will analyse the attainment results in Mathematics and English for those who missed their expected progress and consider which students are appropriate for a Foundation Learning intervention in these subjects. Diagnostic tests for reading and spelling are administered to these students in the Autumn Term of Year 7 in order to provide baseline scores and possible teaching targets and membership of Foundation Learning groups is reviewed at this point.
- 3.4** Students are placed on the SEN register when they require provision that is different from or additional to that is normally available to students of the same age. This may include: students working significantly below the expected level at the end of Year 6 in Maths or English; those who have learning or emotional behaviour issues; and, those with physical, sensory or social and communication difficulties that act as a significant barrier to learning.
- 3.5** Students are identified with the appropriate E, K or TS abbreviation on the School Information System so that teaching and support staff can prepare. Staff are expected to familiarise themselves with them to inform teaching, adapted learning and support.
- 3.6** All students with a EHCP or identified as School Support have a ‘Student Passport’ of information about themselves, which they contribute to. When your child transfers to Northgate a member of staff will let you know how and when this will be jointly completed.
- 3.7** Once attending Northgate High School, identification of students giving concern is the responsibility of the subject teacher, form tutor or Head of Year. Special educational need and disability concerns will be referred to the Learning Support Department. Initially, information will be collected and once validated, these concerns will be shared with parents and necessary action discussed.

**3.8** Concerns and support strategies will be shared with staff through the minutes of Learning Support and Pastoral meetings, briefings and the School Information System.

## **4. What should I do if I think my child may have special needs?**

**4.1** If you are concerned that your child is consistently making progress that is below expected level or that they are consistently identified as unlikely to achieve benchmark, or you think that your child may have special educational needs, you should contact the Learning Support Department to discuss your concerns to plan a way forward. Special educational needs come in four main categories - Communication and Interaction; Cognition and Learning; Social, emotional and mental health difficulties and Sensory and/or physical needs.

## **5. What types of curriculum support are available for my child in the school?**

**5.1** The school does not have a separate Learning Support centre. The aim of Northgate High School is to ensure that students with SEN have access to a broad, balanced and relevant curriculum. Students may require additional resources and adapted teaching in order to ensure progress. However, they should be included in the educational life of the school as fully as possible educationally and their needs should be met in the least restrictive environment.

**5.2** All students with special educational needs have access to a balanced and broadly based curriculum by following a mainstream curriculum. Form groups are mixed ability. In Years 7 and 8, all students are taught within their form group for most subjects except mathematics and design technology subjects, where the need for smaller numbers is dictated by the practical nature of teaching and learning. In Years 9 to 11 students are taught in mixed-ability classes in most subjects except for mathematics and science.

**5.3** At Northgate High School, the focus is on high quality teaching. The educational needs of students are met by adaption and support provision within the classroom. Withdrawal from class lessons for 1:1 or small group tuition is kept to an absolute minimum and we try to consult with students' timetables about appropriate times in order that they are not withdrawn from a key subject. Whenever possible, literacy and numeracy intervention programmes are implemented during registration and assembly times through a programme called 'morning interventions'. However, on occasions, the intervention is determined by the timetable and capacity of an outside provider and on these occasions, we may be forced to remove a student from a lesson to access this specialist support.

**5.4** During Years 7-9 Northgate runs a Foundation Learning programme for an identified group of students who are below age related benchmarks, or have delayed development needs. These students follow a programme of 2 or 3 lessons per week in Year 7, and 2 periods per week in Years 8 and 9 when they have access to a programme aimed to accelerate their progress and give them independence and resilience strategies to support them. These lessons take place instead of learning a modern foreign language.

## **6. How will my child, who has an Education Health and Care Plan, have their needs met?**

**6.1** The EHCP outlines the nature of support. This will be discussed at transfer and subsequent Annual Reviews and an understanding of the provision available outlined and agreed. All students with an EHCP discuss a Student Passport with their keyworker. They will have access to an additional range of interventions such as:

- A keyworker – a Teaching Assistant who will be an additional point of contact, will update the student passport, make regular contact with the student and parent, support or observe in some lessons to inform planning and make sure any concerns are passed on
- Additional literacy support programmes
- Accelerated Reader
- Homework Club
- Adapted learning in the classroom
- Task delivery strategies – Task chunking with regular checks on understanding and progress, visual instructions, quantity of work and time targets
- Mind mapping and writing frames
- Task modelling and exemplar
- Use of Assistive Technology e.g. iPad or Laptop
- Writing slopes
- IT support as appropriate including Braille
- BSL support – where available.

- Exam access arrangements - Subject teachers will identify where they believe there to be a need for exam access arrangements for assessments and provide evidence to support this. A referral will be made with this evidence to the Assistant Headteacher- SENCO who will arrange for the student to be assessed with standardised tests to see if the student meets the JCQ requirements for this adjustment. Exam access arrangements will be reviewed on a yearly basis. Exam access arrangements are finalised at the end of the Autumn Term prior to terminal public examination – only emergency arrangements will be considered after this (e.g. a broken wrist).

**6.2** Referral to County and NHS support agencies for assessment, direct work with student, advice and training:

- Specialist Education Service – Communication and Interaction, SEMH, Cognition and Learning, Sensory including hearing and visual impairment
- Educational Psychologist
- School Nurse
- The Early Help Team
- Physiotherapy
- Occupational Therapy
- The Education Welfare Officer visits the school to meet with the Pastoral Team to support attendance.

N.B. Northgate High School will support referrals to outside agencies only when referral thresholds are met.

## **7. What support is available for my child’s overall wellbeing?**

- Students with SEN are encouraged to involve themselves as fully as possible into the social life of the school so that their needs can be met in the least restrictive environment.
- Under the provision of the Equalities Policy, students with SEND are supported to ensure that they are fully integrated in the school community.
- Before school, at lunchtime and after school, identified students can use Breakfast Club, Friendship Club and Homework Club to allow them time to mix with other students and to carry out a range of activities under close supervision by teaching assistants.
- It is hoped that all students will make full use of the extra-curricular opportunities on offer at Northgate High School – a full list is available on the website. Some, such as Lego Club, Friendship Club are particularly aimed at vulnerable and SEND students.

**7.1** The Pastoral Team is a vital part of support for all students at Northgate High School. The Assistant Head of Year team are non-teaching colleagues who receive your pastoral information and concerns and if necessary, work to resolve student concerns at break and lunch times. There is also a Peer Mentoring system, which sets up Year 12 mentors with Year 7 and 8 students to aid their personal organisation, give a signpost or just a listening ear. Mentors are trained to pass on concerns. Heads of Year identify, with the Assistant Headteacher and SENCO, a group of students who may benefit from mentoring. The Progress Director will communicate with you about the aim of the intervention and work with you to support your child’s progress. The form tutor is also an important point of contact for parents.

**7.2** Through the proactive measures above, there should be few instances of bullying but should this occur for any student with SEN the same procedures exist as for the whole school community as stated in the Anti-Bullying Policy.

**7.3** Social and emotional support provision available:

- Lunch time Clubs
- Anxiety intervention – Emotional Literacy Support Assistant
- Young Carers’ Group
- Peer Mentoring
- Mentoring
- Referral for in school counselling
- School Nurse

**7.4** Every effort is made to ensure that all students take part in trips and enrichment activities. Risk Assessments are completed and the venues assessed for their accessibility. The rationale behind this is outlined in the Equalities Policy. If your child needs an Individual Health Plan for specific needs such as diabetes then please let us know and an appointment will be made to make sure that this is in place.

## **8. What training do the staff supporting students with special educational needs and disabilities have?**

- 8.1** The school has some staff who are experienced in teaching students with learning, social and communication, physical, sensory, behavioural or emotional difficulties. The school has an Assistant Headteacher - SENCO with experience in the field of special needs and staff who have attended relevant courses.
- 8.2** The Foundation Learning team and Teaching Assistants are encouraged to attend specific training recommended by the Local Authority to improve the quality of teaching and learning, specific interventions and social development for SEN students. They are also required to attend whole school teaching and learning CPD sessions.
- 8.3** Staff within school are advised and supported by the Deputy Head, Teaching and Learning, Deputy Head, Behaviour and the leadership team. INSET will be informed by the support needs of students. Where appropriate, these needs will be addressed as part of the whole school CPD programme using relevant specialists.

## **9. How accessible is the school building?**

- 9.1** The school is large but all buildings have ramps or ground level access and lifts.
- 9.2** Provision for making the school accessible is explained in the Accessibility Plan and Fire Plan.

## **10. How will my child be supported on arrival and when leaving the school?**

- 10.1** Admission is via the Local Authority Admissions Service.
- 10.2** An additional morning session is offered to Year 6 students with an identified SEN or vulnerability. Access is also made to students on a need basis often supported by the Specialist Education Service teacher.
- 10.3** In the Summer Term, a visit from a Teaching Assistant is offered to all feeder primary schools when it is requested. Teaching Assistants from the High School visit feeder primaries and work alongside identified SEN students in the Primary Schools to complete a Student Passport.
- 10.4** Parents/carers are invited to the Annual Open Evening event but can at any time apply for a tour of the school.
- 10.5** When students with an Education, Health and Care Plan reach Year 9 students are supported through their GCSE option choices and in Year 11, to assist students in a smooth transition from school to college, training or a career. Colleges and Sixth Forms will liaise with the Learning Support team and Information Advice and Guidance HLTA, (Mrs Minns), around the transfer of SEN students into Further Education and transfer documents are sent to colleges and sixth forms where students with SEN are transferring.

## **11. How does the school assess students with special educational needs?**

- 11.1** Students with SEN will participate at all stages of assessment and individual target planning for their educational, social or emotional needs. The Assistant Headteacher and/or SENCO with the Progress Director for the year group, monitors the progress and provision made for students, including those with an SEN.
- 11.2** Students with an E or K have a keyworker who is involved in reviewing progress. Progress Checks will inform adjustments to provision which will be made at Annual Review or earlier if necessary.
- 11.3** The student passport and progress data is discussed with the student who has the Student opportunity to add to or edit them the information shared with their teachers.
- 11.4** Meetings with the Learning Support team are offered to parents of students with an EHCP via the Annual Review process. However, concerns should be raised as they occur – please do not wait if you are worried!
- 11.5** Assessment of all students takes place in all subject areas in a variety of ways including end of unit tests, regular feedback, end of year assessments and examinations. Identified students with significant difficulty with reading or spelling will be assessed on a yearly basis with diagnostic tests for reading, spelling and speed of processing. All students are graded against the Northgate High School Assessment Framework (in line with the GCSE 1 to 9 grading with supporting levels working at, above or below benchmark in Years 7 and 8 to allow demonstration of progression).
- 11.6** A skills framework is used in each subject to assess where students are and identify next steps and these grades are reported in the Progress Check and full Report. These levels are used to track progress. Progress is monitored by the Head of Year and overseen by the Assistant Headteacher – SENCO and Assistant Headteacher Progress.
- 11.7** Appropriate access arrangements for assessments will be identified by subject teachers and Assistant Headteacher and/or SENCO and reviewed on a yearly basis to ensure that JQC requirements are met.

## **12. How does the school communicate with parents and carers?**

- 12.1** The school considers its relationship with parents/carers to be of utmost importance in ensuring the educational progress of all of its students. Parents/carers may telephone or arrange an appointment to visit the school to discuss a concern. An appointment will be necessary to meet any teacher.
- 12.2** The school holds Parent Evenings for each year group and there are opportunities to visit school. Parents of students with a SEN, a child in care or a child in receipt of free school meals have first access to the electronic appointment system before it is opened to the full cohort
- 12.3** Student Passports are reviewed for students on the Special Educational Needs register. Annual Reviews are held for students with an Education Health and Social Care Plan. The parent/carer may appoint a named person who can attend meetings with them. The school encourages parental participation throughout the assessment process.
- 12.4** The Bromcom web based communication system is a valuable method of communication between parents/carers and the school. Attendance, behaviour, rewards and sanctions are all recorded on this site and parents have access to updates every day, ensuring that what happens at school is transparent and open for parents to see day by day and week by week. Information about how to log on is given to parents on admission. Reports are also published on this site. This system is also used to send information home electronically. Text messaging is used to communicate attendance concerns.

## **13. How are students consulted about their learning provision and needs?**

- 13.1** Students who have an EHCP are invited to attend their Annual Review meeting and to comment on their provision within school. Student Passports are discussed with students at least twice a year so that they understand their targets and have the opportunity to amend these. During these informal meetings, the keyworker will talk to the student about their experiences in school. The findings of these are shared with the appropriate staff.

## **14. Who should I talk to about my child's difficulties with learning and special needs?**

- 14.1** The Assistant Headteacher and SENCO are responsible for Special Educational Needs and Disabilities, and they are the members of staff to contact with regard to questions and concerns within this area. Individual members of the teaching staff are responsible for identifying students who are causing them concern in their form group or teaching group.

## **15. How are the school's resources to support students with special educational needs and disabilities allocated?**

- 15.1** In all departments, resources required are bought out of a central school fund. The Assistant Headteacher and SENCO also have access to this. Funding is available to support Year 7 students who have not achieved the expected level in English or Maths and High Tariff Needs Funding is available for students with significant barriers to learning as assessed through the Local Authority SEN High Needs Funding system.
- 15.2** Parents have a right to request a personal budget for which representation must be made to the Local Authority.

## **16. What are the arrangements for making complaints, resolving disagreements, moderation and young people's right to appeal?**

- 16.1** The first point of contact for complaints about SEN provision within the school will be the Assistant Headteacher. If the complaint requires further attention, it will be passed on to the Headteacher or the Governing Body and dealt with in line with the school complaints procedure.

## **17. How does the school evaluate your SEN provision?**

- 17.1** SEN provision is evaluated through a variety of methods:
- Performance Management of the Assistant Headteacher and SENCO and all other key staff
  - Data analysis through standardised tests, end of unit tests and other assessments adopted by departments to monitor student progress to highlight academic progress, GCSE and A level outcomes
  - Use of reading, writing and spelling assessments to track progress in key literacy based subjects
  - Movement of students in Foundation Learning and personalised learning to mainstream settings
  - Progress intervention by the head of Year and intervention mentor – movement from the mentor group

- Increased student self-esteem, confidence and well-being, the evidence for which is collected through student perception interviews, mentoring, attendance figures, raised levels of attainment and social interaction, movement out of additional interventions or counselling and decreased visits to Pastoral Officer
- Improved attendance figures
- Parental awareness of SEN provision within the school; agreement and satisfaction with the arrangements made. Informal opportunities to receive parental feedback arise throughout the year
- Students making expected progress appropriate to their starting point
- Students leaving at the end of Year 11, 12 and 13 and moving into employment with training, college placements, sixth form placements, higher or further education.

## **18. How can parents/carers be involved in the school?**

**18.1** Parents/carers involvement in their children's education is sought. Your knowledge, views, experiences and information about your child make you valuable contributors to your child's educational progress. There are opportunities for parents to work with or as part of Northgate High School PTA to raise funds and provide social opportunities for parents. Parents are represented on the school's governing body. Parents/carers working within specialist job fields provide career information for students.

## **19. Where can parents/carers find details of the Local Offer?**

**19.1** As required the school has sent their SEND Offer to the Local Authority to form part of the Local Offer. Details of the SEND Local Offer can be found at the following link: <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page;jsessionid=D840044C4125CDD2A79547EDF13EF986?localofferchannelnew=0>

## **20. Which other agencies can help with SEND issues?**

**20.1** The Family Services team that covers our school can be contacted at Endeavour House, Russell Road, Ipswich.

**20.2** The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides information, advice and support to young people and children with SEN or disabilities aged 0 -25, and their parents, about education, health and social care. They provide legally based, impartial, confidential and accessible information and advice as well as casework and representation when needed. <https://www.suffolksendiass.co.uk/>

**20.3** In Suffolk parents and young people can contact the SENDIASS Helpline on 01473 256210. This is often busy so please leave a message if you do not get through straight away and they will get back to you as soon as possible.

## **21. When will this Offer be reviewed?**

**21.1** The Information Report will be reviewed every year or as it is required.

