

## Southend High School for Boys – SEND Local Offer

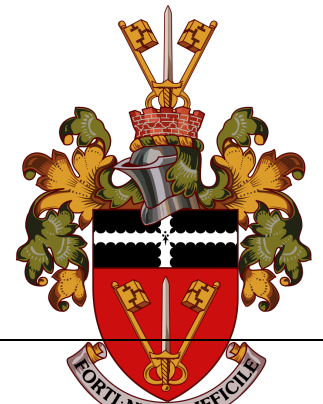
At SHSB we are a proudly inclusive school and the pages below outline how we support pupils with a range of special educational needs.

This list is not exhaustive and a personal, pupil centred approach is taken to support all pupils. All pupils on our SEND register are assigned a Link LSA, with whom they meet regularly for mentoring, target-setting and reviews. The link LSA also communicates regularly with that pupil's parents/carers to ensure support is focused, effective and co-ordinated between home and school.

The first step in supporting the progress of any pupil, and particularly those with SEND, is high quality teaching and the proactive response to pupils' needs. Adaptations and adjustments can be made to:

- 1. Content – The information and ideas students grapple with to achieve their goals  
e.g. pre-teaching strategies to inform pupils of the content in advance of a lesson; a modified curriculum, where appropriate.*
- 2. Process – How students take in and make sense of the content  
e.g. Pupils encouraged to explain what they have to do to check understanding; use of writing frames to scaffold essay writing; information 'chunked' into smaller pieces.*
- 3. Product – How students show what they know, understand and can do  
e.g. Alternative ways to demonstrate understanding - diagrams, mind maps etc; use of a laptop for extended writing tasks*
- 4. Environment – The climate or 'tone' of the classroom  
e.g. Praise is clear and specific; clear expectations for learning and behaviour on an individual prompt card; pairing a pupil with a strong role model to support learning.*

<sup>1</sup> [www.nordangliaeducation.com](http://www.nordangliaeducation.com) – Quality first teaching



Area of need	Including...	Examples of in-school support	Examples of external support	Criteria
<b>Communication and Interaction Needs</b>	<i>Autistic Spectrum Conditions</i>	LSA support	Advice from the St Christopher's special school	Diagnosis of an autistic spectrum condition
	<i>Speech, Language and Communication Need</i>	Social Stories	Educational Psychology Service	Pupil identified as have a social communication difficulty
		Peer mentoring	Access (via EHFA) to speech and language therapist	
		Self-regulation spaces: Den and Well-being Suite		
	Time-out cards			

Area of need	Including...	Examples of in-school support	Examples of external support	Criteria
<b>Social, Emotional and Mental Health Needs</b>	<i>Behavioural Needs</i>	LSA support	Advice from SEMH specialist (Sutton House)	Difficulties prevent pupil from accessing curriculum or engaging in age-appropriate social activities
		Pastoral Team – including Year Leaders	Access to Educational Psychologist	Identified by Year Leaders/SENDCo/teachers
		School Counsellor	Access to CAMHS	Diagnosis of particular need (e.g. ADHD, ADD)
		Self-regulation spaces: Den and Well-being Suite	Access to further services via EHFA	
	<i>Emotional and Mental Wellbeing</i>	As above	As above	As above
		Peer & staff mentoring		Parental concerns
		Mental Health Support Team		Medical assessment and diagnosis
				Identification of need from pupil surveys
	<i>Social Needs</i>	As above	As above	As above
		Extensive and inclusive extra-curricular programme Lego Therapy		

Area of need	Including...	Examples of in-school support	Examples of external support	Criteria
<b>Cognition and Learning Needs</b>	<i>Mild and Moderate learning difficulties</i>	Support and resources tailored to individual need	Educational Psychology Service	Teacher or Parent concerns  Student working and/or making progress at a level significantly lower than their peers
	<i>Specific learning needs</i>	LSA support	As above	As above
		Screening tools	Assessment and advice from processing specialist	Student has diagnosis of an identified need (e.g. dyslexia, dyspraxia)

Area of need	Including...	Examples of in-school support	Examples of external support	Criteria
<b>Sensory and Physical Needs</b>	<i>Hearing Impairment</i>	Specialist equipment as appropriate	Access to hearing impairment outreach service	Medical assessment & diagnosis
			Access to school nurse	
	<i>Visual Impairment</i>	Specialist equipment as appropriate	Access to visual impairment outreach service	Medical assessment & diagnosis
		Physical Environment Audit		
	<i>Multi-sensory Impairment</i>	Risk assessment and additional support provision as identified		Medical assessment & diagnosis
	<i>Physical Impairment</i>	Risk assessment and additional support provision as identified	Access to support and specialist advice from e.g. Physiotherapist, Occupational Therapist	Medical assessment & diagnosis
		Disabled toilets		
		Lift access		

Area of need	Examples of in-school support	Examples of external support	Criteria
<b>Medical needs</b>	Medical room	Appropriate specialist support	Medical assessment & diagnosis
	Secure storage for medication	Access to School Nursing Service	