

Southend High School for Boys



SEND Policy

Reviewed and updated September 2023

1. Introduction and Aims

Supported at School - building skills for life

SHSB proudly values the abilities and achievements of all and is committed to providing each student with the best possible environment for learning. Some students may have difficulties during their school life and every student will be helped to try to overcome these. Central to our ethos is that we set all students on the path towards young adulthood with the highest aspirations and equipped to make a positive and worthwhile contribution to society.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The provision for pupils with SEND is a whole school responsibility and our intention is always to provide support in such a way as to make effective provisions to meet the needs of pupils, without making them feel unnecessarily different from their peers. This is most effective when the school, pupil and parents are working closely towards shared goals.

Pupils with SEND gain entry to the school¹ and the school's Sixth Form¹ through the normal admissions procedures, which include the need for the pupil to gain a certain level in the selective test or GCSE examinations, where appropriate. Reasonable adjustments will be made to accommodate pupils with SEND who meet the entrance requirements for the school and the school's Sixth Form.

The school has an Autism Resource Base. These places are reserved for students with an Education, Health and Care Plan (EHCP), and an identified autistic spectrum condition. Places are allocated by the Local Authority and are in addition to the PAN of 180.

Best efforts are made to ensure:

- (a) All parties have confidence in the diagnosis of SEND and are fully informed of the best strategies to meet the pupil's SEND.
- (b) The views of the pupil are considered throughout
- (c) There is regular, positive home/school communication
- (d) Positive and constructive advice, support and strategies are provided by relevant external agencies.
- (e) Reasonable adjustments are made and support provided to ensure SEND pupils have the same opportunities as all pupils
- (f) An emphasis is placed on providing pupils with SEND the skills to manage their difficulties as independently as possible and be prepared for life after school.

¹ *"Unless the school is unsuitable to the child's ... SEND needs, or the placement would be incompatible with the efficient education of other children with whom the child is educated or with efficient use of resources"* (SEND Code of Practice)

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

This policy also complies with our Funding Agreement and Articles of Association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The school keeps a register of pupils with SEND or particular needs, which is regularly up-dated.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mr Gareth March (e-mail: gdm@shsb.org.uk)

They will:

- Work with the Senior Leadership Team and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Senior Leadership Team and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The Link Governor for SEND is Tracey Whittington.

The SEND Governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Senior Leadership Team

The named SEND link on the Senior Leadership Team is Mrs Rachel Worth (Deputy Head, Pupil Development).

The senior leadership team will:

- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Through their roles as Lead Subject Mentors for each department, have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and are aware of the guidance outlined in the 'SEND Handbook'.

5. SEND information report

The SEND information report has been published separately and is available on the school website. It contains information regarding:

- The kinds of SEND that are provided for
- Identification, assessment of need, assessing and reviewing progress of pupils with SEND
- Inclusion of pupils and parents in the support process
- Our approach to teaching pupils with SEND
- Adaptations, facilities and additional support available
- Expertise and training of staff
- Our processes for evaluating the effectiveness of SEND provision
- The local offer

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Body.

7. Links with other policies and documents

This policy links to our policies on:

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Accessibility plan (draft)