

PROSPECTUS SUPPLEMENT

2025 - 2026

General Information



SOUTHEND HIGH SCHOOL FOR BOYS

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June 2024

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NB This supplement, together with the Examination Results supplement and information in the brochure, comprises the 'prospectus' of the school.

SECTION 1

ADMISSIONS POLICY & ARRANGEMENTS

(SEPTEMBER 2025 ENTRY)

The total number of preferences received for admission in September 2024 was 945. The Published Admissions Number (PAN) for September 2024 was 180. Of the 180 places offered on 1st March 2024, 54 were taken up by pupils resident *outside* the catchment area (SS0-SS9) and 125 resident *within* the catchment area. One offer was made on the basis of their EHCP application.

YEAR 7 ENTRY 2025 – IMPORTANT DATES

There is an **Open Evening** on **27th June 2024** from 16.30-20.00 (Headteacher talks at 17:45, 18:45 and 20:00), which is an opportunity **for parents and pupils interested in admission to Year 7 in September 2025** to visit the school. For the September 2025 intake, the school's PAN is 180. The PAN for each year group (7-11) for 2025 is 180. Only children whose parents decide that they will take the selection tests and who attain the required standard in the prescribed arrangements for selection by reference to ability, are eligible to be considered for admission to a place at Southend High School for Boys.

Parents should complete the CSSE online registration form (www.csse.org.uk) in order to register their child to sit the 11+ tests. A copy of the form is also available in the CSSE Information Guide. Registration opens on **14th May** and closes on **28th June 2024** (deadline for those applying for SEND adjustments or access arrangements is also **28th June 2024**). Details about the test day will be sent to parents from the Consortium Office.

Candidates for the CSSE procedure sit two written papers in mathematics and English. The tests will be taken on **Saturday 21st September 2024**. (If your child is unwell on the day or cannot sit the tests on a Saturday for religious or other reasons, the alternative test date is **Tuesday 1st October 2024**.)

Results of the tests will be provided for parents by the CSSE on **14th October 2024**.

Parents must then express a preference for this school on their Local Authority (LA) Single Application Form (SAF) in order for their child to be considered for a place. Completed application forms for the September 2025 intake must be returned, for example, to Essex LA and Southend LA by **31st October 2024**. (You should check with your own LA for their closure date if your home LA is not Southend or Essex.) Offers of places will be sent out to parents by LAs on **1st March 2025**. Places will be offered to successful candidates who have placed the school as one of their preferences on the LA application form and have not been offered a place at one of their higher preference schools. The LA has set a deadline of three weeks for the acceptance of school places offered.

Application forms and detailed guidance notes on how to complete the application form will be available in the Secondary Education 2025/26 booklet. Copies of this booklet will be available on the Southend Borough Council website in June 2024.

Specific queries about the selection procedure should be addressed to the Selective Schools' Secretary at the Consortium Office, PO Box 3087, Chelmsford CM1 3SY, Tel: 01245 348257, admin@csse.org.uk

SIXTH FORM ENTRY 2025– IMPORTANT DATES

Applications to join the Sixth Form at Southend High School for Boys are welcomed, from girls and boys, during the Autumn Term 2024 for entry 2025. Our open evening is on **Thursday 7th November 2024; classrooms will be open between 17:30 and 19:30**. There will be talks from the Headteacher and Head of Sixth Form in the Main Hall at **17:15, 18:15 and 19:30**. If you have any specific questions, please do email us on admissions@shsb.org.uk.

Applications can be made online on the school's website; this will be opened around late October 2024 and closed early December (dates will be published on the website).

Please see *Admissions Criteria and Arrangements for Entry 2025* below for full details of our admissions criteria.

Please note:

- GCSE Grade 7 is a course-entry requirement for A-level Mathematics
- Results from qualifications other than GCSEs (e.g. BTEC) are not accepted when calculating 'points' for admission

Should there be more candidates of the required level than places in a subject, selection will be based on rank ordering of predicted GCSE points scores and the combination of subjects a student wishes to study.

Conditional offers to external applicants will be made on the basis of predicted performance at GCSE. Any offers made during Year 11 are conditional on pupils meeting the grade criteria specified and will only be confirmed upon receipt of GCSE results.

Where applicants do not have a conditional offer, they may ask to be considered on the grades achieved on GCSE 'results day' in August to fill vacancies created by those who do not meet the required entry criteria. In this event, applicants should bring evidence of their results to the school on 'results day'.

Admission criteria and arrangements for entry 2025

Section A: 11+ Admission to Year 7

1. Southend High School for Boys is a selective single-sex boys academy grammar school. The testing for admission to the school at age 11 is determined through a selection procedure administered by the Consortium of Selective Schools in Essex (CSSE). These admission criteria are to be read in conjunction with the locally agreed co-ordinated admissions scheme.

Full details of the admission process are published in the secondary booklet available from www.southend.gov.uk/admissions. The application process, in summary, involves five stages:

- i. test registration for your child;
- ii. test attendance by your child;
- iii. receipt of test results for your child;
- iv. application, naming this school as a preference, to your Local Authority; and
- v. allocation of places at this school by the Local Authority.

This document provides additional detail about each of these steps, waiting lists and appeals.

Test Registration

2. The CSSE Supplementary Information Form (SIF) must be completed in order to register a child to sit the selection tests and should be returned to the CSSE by the published deadline. It can also be completed online and accessed through the CSSE website at: www.csse.org.uk. Parents intending to seek 'preferential consideration' (note A) must indicate their reason, at the time of test registration, on the SIF.
3. Registration to sit the tests is open to children who will be aged 11 on 31st August immediately prior to admission in September. Younger or older children may, exceptionally, be allowed to sit the tests; but these applications must first be approved by the CSSE's Headteacher panel (note E).

Test Attendance

4. Tests in English and mathematics will be taken on a date and at a school determined by the CSSE. Parents may identify a preferred venue on the SIF. Sample practice papers are available free-of-charge on the CSSE website along with full details of the application process.

Test Results

5. The CSSE will issue individual results of the tests on a date specified on the CSSE website.

Application to the school

6. All applications will be processed through the Local Authority Co-ordinated Admissions Procedure. Parents must express a preference for this school on their Local Authority (LA) Single Application Form (or Common Application Form) in order for their child to be considered for a place. [The deadline for completing this form if you live within the Southend or Essex Local Authorities is 31st October (subject to confirmation).]
7. For the September 2023 intake, the school's published admission number (PAN) is 180. The PAN for each year group (8-11) for 2022 is 180.

Education Health and Care Plans

8. Children who have an EHCP are admitted under separate statutory procedures, and not under this policy. Any child who passes the selection tests and who has an EHCP (note C) that names this school, will be admitted prior to the allocation of places to other applicants, and the number of places available to other children within the PAN for Year 7 will be reduced.

Allocation of places

9. The offer of a place is dependent upon passing the selection tests. However, passing the selection tests is not a guarantee of being offered a place. A pass mark for the tests is set annually, which ensures that the entrance standard remains comparable to that which was applied in the period 1990 to 1994. No pupil, in any priority category, will be admitted below this pass mark. In each category, places are allocated in order of the mark achieved, higher passing candidates first.
10. The school determines admission in the order of priority set out below:
 - i) Looked after children and previously looked after children (note B) who have passed the selection tests.
 - ii) **Children whose normal/habitual place of residence (as assessed in the terms provided, annually, in the Southend Local Authority secondary admissions booklet) lies *within* the catchment area postcode areas SS0, SS1, SS2, SS3, SS4, SS5, SS6, SS7, SS8 and SS9, subject to their passing the selection tests.** A quota of up to 5/6ths of the published admissions number (PAN) is reserved at this school for children in this category (150). *10% of this quota* (15 out of 150) is designated for children from within the catchment area who are entitled to '**preferential consideration**' (note A).

First, the 10% of places designated for 'preferential consideration' (note A) from within the catchment area are allocated, in rank order of marks, to those exceeding the pass mark: candidates who score higher marks will be allocated places before those who pass at a lower level. Then, the remaining places within the quota are allocated, in rank order of marks, to any applicants from within the catchment area who have exceeded the pass mark: candidates who score higher marks will be allocated places before those who pass at a lower level. The school is 'full' in this category when the quota has been reached, or when there are no more candidates from within the catchment area who have passed and have listed the school as a preference.

- iii) **Children whose normal/habitual place of residence (as assessed in the terms provided, annually, in the Southend Local Authority secondary admissions booklet) lies *outside* the postcode areas SS0, SS1, SS2, SS3, SS4, SS5, SS6, SS7, SS8 and SS9, subject to their passing the selection tests.** 10% of the places remaining after the local quota has been deducted from the PAN (3 out of 30), is designated for children from outside the catchment area who are entitled to **'preferential consideration'** (note A).

The 10% of places designated for 'preferential consideration' (note A) from outside the catchment area are allocated, in rank order of marks, to those exceeding the pass mark: candidates who score higher marks will be allocated places before those who pass at a lower level. Then, all remaining places are allocated, in rank order of marks, to any applicants from outside the catchment area who have exceeded the pass mark: candidates who score higher marks will be allocated places before those who pass at a lower level. Places will be offered until the total PAN has been reached.

11. In the event of pupils achieving the same mark for the last available place, priority will be given to any child entitled to 'preferential consideration' (note A); then, if this does not differentiate, to the pupil who lives closest to the school as measured in a straight line from the front door of the child's normal/habitual place of residence (as assessed in the terms provided, annually, in the Southend Local Authority secondary admissions booklet) to the nearest pupil entrance to the school, with those living nearest being given preference. Distances will be measured using the Local Authority's computerised measuring system. If the same distance is shared by more than one pupil and only one place is available, the place will be awarded on the basis of a computerised random allocation process (supervised by someone independent of the Governing Body).

Waiting lists

12. Waiting lists, based on the test results, are maintained in each category until 31st December. If a place has been offered and is then declined, a new offer will be made to whichever candidate has the next highest score, exceeding the pass mark, in the same category. If there is no waiting list in the relevant category, the new offer is made from the waiting list in the next priority category, until the priority category limit is reached and/or the school's overall admission limit is met. Any additional applicants, prior to 31st December, will be added to the waiting list, which will be re-ordered and ranked in line with the published oversubscription criteria. After 1st January, waiting lists are maintained, and places are offered, in accordance with the school's in-year application process. This may include re-testing.

Section B: Post-11+ Admission ('in-year' admission)

The procedure for application to Year 7 prior to 1st January is detailed in the previous section.

On receipt of a completed In-Year Application Form, applicants will be informed, within 15 school days, of the next testing date for the relevant year group. The dates when testing takes place for each academic year are published in advance on the school's website. (There are at least two testing dates for each year group.) Applicants must submit the completed form at least two school weeks prior to the date of testing.

Applicants for the same year group will sit a series of tests at the school. Applicants for entry into Year 7 will sit tests in English, Mathematics and Science; applicants for entry into Years 8, 9, 10 and 11 will sit tests in English, Mathematics, Science and French/German/Spanish.

Requests for admission outside of the usual age group ('under age' or 'over age') should be provided in writing to the Headteacher.

There are no specimen papers available in advance of the tests.

Ability in English, Mathematics and Science is indicative of a pupil's ability to cope with the demands of academic subjects in general; therefore, a candidate must score at least in line with the average of our own pupils in the relevant year group in English, Mathematics and Science to be deemed suitable for entry into the year group.

If, based on the test performance, an applicant is deemed *not* to meet the required standard for entry into the relevant year group, the applicant will be refused a place. Such applicants who wish to re-apply must complete and return a new application form; they may apply for testing only once in any academic year.

If, based on the test performance, an applicant is deemed to meet the required standard for entry and there is a vacancy in the relevant year group, the Headteacher will offer a place on behalf of Governors. If there are more applicants deemed to have met the required standard than there are vacancies, then places will be awarded according to the school's published Admissions Criteria for that year group.

If, based on the test performance, an applicant is deemed to meet the required standard for entry into the relevant year group but there are insufficient vacancies, a waiting list (operated according to the stipulations of the School Admissions Code) will be kept (according to the school's published Admissions Criteria for that year group) until such time as a subsequent application is received from another individual for that year group. For so long as the waiting list is in operation, if a place becomes vacant in the relevant year group, the Headteacher will offer a place on behalf of Governors to the next applicant on the waiting list, according to the school's published Admissions Criteria for that year group.

Any applicant who is deemed to have met the required standard for entry, but nonetheless has been refused a place and therefore appears on the waiting list for so long as it is in operation, will be invited to any subsequent testing date in the same academic year. This does not affect their right to independent appeal following refusal of a place.

Any applicant who is refused a place has the right of appeal to an independent appeal panel. In this event, in the first instance, they should email the Admissions Officer at SHSB on admissions@shsb.org.uk

Section C: Admission to the Sixth Form

Applications are also welcomed for entry into the school at Sixth Form level. The Sixth Form brochure and application form are available from the school's website: www.shsb.org.uk. Students should complete and submit the online application form by the published deadline.

The number of places offered to students from outside the school will depend upon the number of our own Year 11 students who achieve the Sixth Form course entry requirements below. The minimum number to be admitted is 15.

A student must be under 17 years of age on 31st August of the calendar year of proposed admission.

Minimum entry criteria to the Sixth Form are as follows:

- Applicants will need to accrue at least 52 points from their 8 best GCSE grades (where numerical grades are scored at face value). Grades below 6 do not contribute to this points score. Short course GCSEs may be included within this calculation.
- Applicants must achieve at least GCSE Grade 5 in English and Mathematics.
- Applicants must achieve at least GCSE Grade 6 in subjects to be taken at AS Level (or, in the case of new subjects, in related subject areas).

Preference will be given to looked after children or previously looked after children (note B) who have obtained the minimum entry criteria of 52 points.

Should there be more candidates of the required level than places in a subject, selection will be based on rank ordering of predicted GCSE points scores and the combination of subjects a student wishes to study.

Section D: General

Fraudulent applications

If a school place is obtained through fraudulent means, the offer of a place will be withdrawn. This can include the removal of a pupil once started at the school. Details on fraudulent applications are available in the secondary admissions booklet on Southend Borough Council's website.

Appeals

All parents have a statutory right of appeal against non-admission to this school if an application for a place has been refused. This right may be exercised only after school places have been offered, for example after National Offer Day (normally 1st March) for Year 6 applicants for Year 7, following confirmation of 'in-year' test results, or after GCSE results day for the Sixth Form. Appeals must be lodged with the school and will then be processed in accordance with the timescales outlined in the School Admissions Appeals Code (DfE).

Statement on admission to single-sex provision

Admission to schools is administered in line with statutory frameworks. The principal regulatory document is the School Admissions Code 2021. Schools are also subject to the provisions of all other relevant legal provisions including current equality legislation. Schools which are recognised by the Department for Education as a 'single sex girls school' or 'single sex boys school' may only make provision for that sex to enter the school into Years 7 to 11. This is a consequence of the legal definition of a 'boy' or 'girl', which as it stands, is a matter of biological sex as at birth. There is no provision in law, under the age of 18, for self-identification to override this prescription. Therefore, schools which are a 'single sex girls school' or 'single sex boys school' are unable, at present, to admit a transgender male/female into Years 7 to 11.

Notes:

- (A) 'Preferential consideration'** is available to children who pass the selection tests, are in any of the following categories and indicated this on the CSSE Supplementary Information Form when registering for the tests:

Children in receipt of Free School Meals, or identified as recipients of the Pupil Premium Grant (note D), at the time of test registration.

Applicants who are entitled to 'preferential consideration' will be included – at all stages of the admissions process, from the initial allocation of places to the operation of the waiting lists – both on the relevant ranked list for 'preferential consideration' and also on the full ranked list for that area, according to postcode.

- (B) Looked after children and previously looked after children** – Children who are in the care of local authorities as defined by Section 22 of the Children Act 1989. In relation to school admissions legislation a 'looked after child' is a 'child in public care at the time of application to the school'. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order).

Looked after and previously looked after children are required to meet the required academic level before they can be considered for admission to selective schools.

This also includes children who appear to Southend-on-Sea Borough Council to have been in state care outside of England and ceased to be in state care as a result of being adopted.

(C) Education Health and Care Plan (EHCP)

An education, health and care plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. Section 43 of the Children and Families Act 2014 says that all schools, must admit a child if their EHCP names the school. If a school is oversubscribed, the admission of pupils with an Education, Health and Care Plan where the school is named in the Plan, is mandatory, except in those schools where the admissions criteria override this requirement.

Specifically, children with an EHCP are required to meet the required academic level before they can be considered for admission to selective schools. The school must have been named in the Plan.

- (D) Pupil Premium Grant** - The pupil premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers. Introduced in April 2011, the pupil premium is allocated to children including those who are, or have been, looked after by the local authority, those who have been eligible for FSM at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces.

(E) Arrangements for ‘under age’ and ‘over age’ entry to the Selection Process at CSSE (Consortium) schools

The selection test for entry to selective places at the ten Consortium schools is normally available to children registered in Year 6 from the start of the academic year in which the test is to be taken and who are between 11 and 12 years of age on the following August 31, immediately prior to admission in September. Any test candidate who is ‘under age’ or ‘over age’ will need to demonstrate that their application is supported by the necessary relevant evidence.

The Governors of the ten Consortium Schools have jurisdiction over admissions to their schools. In the case of age at entry, this may be exercised through an investigation into the reasons for a child to be an under or over aged applicant, possibly leading to a refusal of admission where, in the Governors’ view, the reasons given by parents fail to comply with the published rules. This jurisdiction is retained regardless of decisions made by the LA to accept or refuse under and over age applications.

A panel of Headteachers, selected from the Consortium Schools and with full delegated authority from those schools, will review all ‘under age’ and ‘over age’ applications. The panel’s decision is binding.

‘Under age’ applicants: An applicant is under age if he will be under 11 years of age on 31 August immediately prior to admission in September. Consortium schools will only accept applications from under aged applicants who are registered in Year 6 of their primary schools from the first day of the school academic year prior to secondary transfer. This effectively requires that the decision to promote the child to the year group above his chronological age group must be taken by the primary school prior to the end of the summer term in the calendar year in which the child is to sit the selection test. Confirmation of this is likely to be sought from the Headteacher of the primary school concerned by the Consortium Office.

‘Over age’ applicants: An applicant is over age if he is not under 12 years of age on 31 August immediately prior to admission in September. Consortium Schools do not accept over-aged applicants unless there are verified exceptional circumstances, for example of extended illness, for a child to repeat one of the primary school years or to have been admitted ‘late’ at the start of primary school. The Panel will seek verification from the Headteacher of the primary school concerned that an over-aged applicant has medically certifiable reasons or some other justifiable reason for being an over-aged applicant. The Panel will wish to investigate especially thoroughly the circumstances through which any child is found to be studying in Year 6 for the second time, especially if this should involve application to sit the selection tests for a second time. Medical evidence will be required for such applicants. Anyone who has submitted their 11+ registration as ‘confidential’ will need to send the CSSE a written authority to enable them to contact the child’s primary school.

For example, test registration may be refused where an investigation concludes that:

- an over aged child who is repeating Year 6 does not have exceptional reasons for so doing;
- an under aged applicant was not registered in Year 6 from the start of the school year in which the selection test is to be taken.

SECTION 2

THE SCHOOL CURRICULUM

Southend High School for Boys strives to provide an excellent education for all its students. Cultivating learning is at the heart of school policy. All members of staff and students are responsible for promoting a culture in which everyone, irrespective of age or experience, is recognised as having potential for learning. Students are encouraged to become members of a learning society and staff to be reflective practitioners.

We aim for our students to be:

- High achieving through fulfilling their potential
- Independent learners and strategic thinkers
- Passionate about learning where their unceasing curiosity leads to lifelong learning
- Emotionally intelligent
- Outward looking, embracing all aspects of modern life and playing a role in the community
- The leaders of tomorrow

Principles

- In accordance with the school's Equal Opportunities Policy, all students have a right to an education suited to their needs and aspirations which will help them to realise their potential.
- Self-esteem is fundamental to successful learning for all students. Therefore all students are genuinely valued for themselves as well as for their achievements.

The key principles of learning are:

- Learning involves making sense of information
- Learning involves building on existing understanding
- Learning takes place at a level just beyond current understanding.

Student Progress

Student progress is rigorously assessed, tracked and monitored. Assessments carried out in Year 7 enable us to begin the target-setting progress and this is checked throughout the academic year. Parents/carers are given regular information about their child's progress through regular reports and parents' evenings. There is a wide range of intervention strategies available to support students who are not on track for any reason. Our Inclusion team offers support for students with additional educational needs. We also ensure that students with a particular gift or talent are stretched and challenged.

Parental Involvement

We actively encourage parents to get involved in their child's education. Throughout the year we offer briefing sessions on the latest developments in education, we conduct workshops on how to support your child's study at home and we also run a parent forum where parents can help improve school policies and procedures. Parents are regularly invited to review our learning and the curriculum offer.

YEARS 7-8

In the first two years of education at Southend High School for Boys, all pupils follow a broad general course which builds upon the skills and experience of primary school (Key Stages 1 and 2) and prepares the ground for the more specialised studies that will follow (at GCSE and in the Sixth Form).

During Key Stage 3 the National Curriculum core and foundation subjects are studied together with Religious Education (RE), Personal, Social & Health Education (PSHE) and Citizenship. In addition, all pupils have time with their Tutor during the week.

In Year 7 the allocation of 1-hour periods to the various subjects *per fortnight* is as follows:

English	6	Art	2
Mathematics	6	Music	2
Science	6	Games	2
French	5	RE	2
Spanish	4	Geography	3
PSHE	1	Citizenship	1
History	3	PE	2
Design & Technology	2	ICT	2
Food Technology	1		

Teaching takes place principally within a pupil's form group during the first two years.

YEARS 9-11

Our aim at school is to ensure an appropriate and balanced curriculum for each individual so that educational and careers needs are sensibly catered for during the Key Stage.

The Government has stated that the following subjects remain compulsory:

- English (which leads to GCSE entries in English and English Literature)
- Mathematics
- Science (*either* Combined Science, leading to two GCSE awards *or* three separate GCSEs in Biology, Chemistry and Physics).

The school has decided that in addition, pupils should study the following:

- At least one Modern Foreign Language (either French or German or Spanish)
- A GCSE course in Religious Education
- At least one Humanity (Geography or History) is also strongly recommended

Pupils choose their non-compulsory GCSE subjects from the following list:

Art & Design	Geography
Computing	Citizenship
History	Music
French	Physical Education
German	Religious Studies
Drama	Spanish
Design & Technology	Food Science
Economics & Business Studies	

Some pupils follow additional courses such as GCSE Further Mathematics. In addition to the external examination courses, all pupils follow a programme of PSHE, Citizenship and PE/Games.

SIXTH FORM (YEARS 12 & 13)

Students study four, or in a few cases, five subjects to Advanced Subsidiary (AS) Level then most continue on to study three, or in a few cases four or five, subjects at A Level.

AS is a stand-alone qualification with external exams at the end of Year 12. The range of AS Level subjects offered to the current Year 12 is: Art & Design (Fine Art), Biology, Business, Chemistry, Computer Science, Design & Technology (Product Design), Drama & Theatre Studies, Economics, English Language & Literature, English Literature, French, Geography, German, History, Mathematics, Further Mathematics, Music, Music Technology, Physical Education, Physics, Politics, Psychology, Religious Studies, Spanish.

All Sixth Form students have tutor times, elements of Religious Education, a programme of personal development lessons (following the PSHE Association curriculum for key stage 5) and a health and wellbeing programme of enrichment activities.

RE AND COLLECTIVE WORSHIP

There is provision for religious education for all pupils; it is non-denominational and in accordance with the Essex Agreed Syllabus. There is a regular act of collective worship for all pupils, with a mixture of whole school, year, form and House assemblies. Parents have the right to withdraw their children from RE and collective worship if they wish. Any parent intending to exercise this right is invited to raise this in writing in the first instance with the Deputy Headteacher.

PERSONAL, SOCIAL & HEALTH EDUCATION (including Sex & Relationship Education & Careers)

Much of what takes place in school can contribute to the personal and social development of pupils, from the subjects of the academic curriculum to the system of pastoral care, from the provision of assemblies to the programme of extra-curricular activities. However, schools also identify certain timetabled lessons where the emphasis is more specifically upon enabling pupils to develop essential knowledge and skills in preparation for adult life. In this school, such lessons are entitled Personal, Social & Health Education (PSHE).

There is a programme of PSHE throughout the main school, whilst in the Sixth Form, the personal development programme tackles similar issues. Within the PSHE programme, there are modules on such matters as drug education. Careers education, sex and relationship education and Citizenship are now expected of all schools.

Parents have the right to withdraw their children from Relationships and Sex Education. Any parent wishing to exercise this right should raise this in writing in the first instance with the Headteacher.

The school offers a broad programme of careers education and guidance from Year 7-13. For more information, please see the "Careers Provision" section of the website.

CITIZENSHIP

Citizenship is a national curriculum subject for years 7-11. Many themes and ideas are covered such as the UK political system, the legal system, political participation as well as the opportunity to critically discuss and debate political questions. Some of these themes are tackled through assemblies or cross-curricular work, however Citizenship is also taught through a mixture of discrete lessons or as part of a PSHE carousel depending on the year group. The subject enables pupils to become active, informed citizens in line with the school's vision for pupils.

THE CHALLENGE AWARD

In July 2022, Southend High School for Boys achieved, for the fifth time, re-accreditation of the Challenge Award, a prestigious award from the National Association for Able Children in Education (NACE). The school achieved the Award initially in 2007 and achieved re-accreditation in 2011, 2015 and 2019. SHSB was the first school in the world to receive the award for the fifth time: an endorsement that recognises and celebrates the outstanding provision for the most able students at this school. The assessors spoke of the extraordinary professionalism and dedication of our staff and of our school community.

SPECIAL EDUCATIONAL NEEDS & DISABILITY PROVISION

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.

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 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.

Throughout a pupil's time at SHSB, we aim to ensure:

- The views of the pupil are always considered
- There is regular, positive home/school communication
- All parties have confidence in the diagnosis of SEND and are fully informed of the best strategies to meet the pupil's SEND.
- Positive and constructive advice, support and strategies are provided by relevant external agencies.
- Reasonable adjustments are made and support provided to ensure pupils with SEND have the same opportunities as all pupils.
- 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.

The school has a long history of success in supporting young people with additional needs, in both their academic and social progress. NACE (National Association for Able Children in Education) has highlighted our strength in working with 'multi-exceptional' pupils (those with SEND who are also more able and talented).

We are very pleased to have built upon the existing provision at SHSB by establishing an 'Autism Resource Base' (ARB), which welcomed our first cohort of Year 7 pupils in September 2023. The base provides the transitional environment that gives pupils direct access to a mainstream curriculum, alongside specialised accommodation, support and resources. Admissions to the ARB are overseen by Southend City Council and places are available to a limited number of pupils with both an Education, Health and Care Plan (EHCP) and evidence of an autistic spectrum condition (ASC).

Further information regarding the support available at SHSB can be found in our 'SEND Information Report', which is available on the school website.

ASSESSMENT & EXTERNAL EXAMS

Assessment of pupils' work and progress is an ongoing process but formal internal examinations are held towards the end of every academic year. Mock external examinations are held in February for Year 11; Years 12 and 13 have formal assessments early in the Spring term.

The school prepares pupils for the following approved external qualifications: the General Certificate of Secondary Education (GCSE), General Certificate of Education (Advanced Level and Advanced Subsidiary Level) and the Extended Project Qualification (EPQ).

Appropriate syllabuses in the various subjects previously specified are followed.

The school enters pupils for the prescribed public examinations for which they have been prepared. Currently, most pupils take 10 subjects at GCSE level, 4 subjects at AS Level and 3 to A Level. However, the school reserves the right not to enter a pupil who has consistently failed to meet the requirements of the course.

SECTION 3

THE SCHOOL WEEK & SCHOOL UNIFORM

THE SCHOOL WEEK

The school session times are 08:30 to 15:30, although many activities continue after school. Pupils attend for a minimum of 35 hours per week; taught lesson time amounts to 25 hours per week. This conforms with the Department for Education (DfE) recommended time for pupils of secondary age.

SCHOOL UNIFORM

Uniform is compulsory for all years and consists of:

- the specified green blazer with the school badge (available only from the official uniform suppliers)
- a conventional white shirt
- black trousers (or branded uniform skirt for Sixth Form available only from the official uniform suppliers)
- a House tie, Sixth Form tie or representative tie
- black or dark grey ankle socks
- plain black shoes (no boots, trainers or plimsolls)
- a black v-necked pullover if required (no sweatshirts or hoodies).

The official uniform supplier is:

Danielle's of Rochford, Unit 5B, Claydons Lane, Rayleigh Weir, Rayleigh SS6 7UP Tel: 01268 967542

Price lists are available at the school or from the suppliers upon request.

The school also has a well-stocked second-hand uniform shop, which is based at the school and manned by parent volunteers. The shop is open on Mondays during the lunch break; funds raised from the sale of uniform are donated to the school. The price list is available on the website.

The definition of school uniform also extends to matters of personal presentation. Hair is expected to be neat and tidy and extremes of style are unacceptable. Slightly greater freedom in terms of hairstyle is permitted in the Sixth Form, for whom there is a separate uniform code.

SECTION 4

GENERAL INFORMATION & SCHOOL POLICIES

SOCIAL MEDIA @shsforboys

Please follow our news and events on **Facebook and Instagram**. Information about the school can also be found on the website (www.shsb.org.uk).

POLICIES

Policies are available on the school's website or on application to the school (enquiries@shsb.org.uk). Similarly, copies of schemes of work and syllabuses, and the minutes of Governors' meetings may be inspected upon application to the school. Also available is the January 2015 report on the school by the Office for Standards in Education (Ofsted). A copy of the Ofsted report is enclosed with this Prospectus Supplement.

The school has a home-school agreement which parents are expected to support. The school is required to publish many of its policies on the website.

The Governors' Charging Policy

Education during normal school hours is free of any compulsory charge to parents but there are many valuable curricular and extracurricular activities which will, in part, depend upon support given by parents.

For example, the Governors' Charging Policy permits charges to be made for board and lodging costs on residential visits and for individual instrumental music tuition. Similarly, the school will charge for a public examination entry where the pupil has not been prepared by the school, or where a pupil has failed, for no good reason, to complete the requirements of an examination.

The school may request voluntary contributions from parents for extra activities in or out of school time. It will ensure that no pupil is excluded from such activities by reason of inability or unwillingness to make a voluntary contribution, but parents must acknowledge that it may not be possible for certain activities to proceed if there is insufficient voluntary funding overall.

In certain cases, a remission of fees will be possible for parents in receipt of various support payments and who are, or have been, eligible for Free School Meals. The Headteacher should be contacted in confidence on this or any instance where financial hardship is a factor.

NB Please note that the information given here in respect of Southend High School for Boys was correct at June 2024, but there may be subsequent changes affecting the relevant arrangements or some particular matter before the start of or during the academic year 2025-2026.