









# Supporting SEND at Southend High School for Boys

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## Supported at school - building skills for life

SHSB proudly values the abilities and achievements of all our students. Central to our ethos is the commitment to supporting need and nurturing talent: ensuring all pupils receive the help they require to enable them to flourish in the areas where they excel. We aim to set every young person on their path towards adulthood with high aspirations and the skills to make a positive and meaningful contribution to society.

Some students may have extra challenges during their school life and every student will be helped to overcome these. We are committed to providing each student with the best possible environment for learning.

The provision for pupils with SEND is a whole-school responsibility. We aim to always provide support to meet the needs of our pupils. Our Information Report provides details of the resources, interventions and support we provide.

Due to the ever-changing needs of our children, there may be additional support available that has not been covered in this document.

If you would like further information about what we offer, please do not hesitate to get in contact.



Gareth March  
SENDCO  
Deputy Headteacher – Pupil Outcomes  
[gdm@shsb.org.uk](mailto:gdm@shsb.org.uk)

## **Identifying Need**

### **How does the school know if my child needs extra help?**

All teachers are responsible for identifying students with SEND and early identification is a priority. Teachers, Subject Leaders, and Year Leaders carefully monitor student progress to identify anyone who is making less than expected progress.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the child's previous rate of progress.
- Does not close the attainment gap between the child and their peers.

We support pupils with a range of Special Educational Needs and Disabilities (SEND), categorised under the SEN Code of Practice into four broad areas of need:

- Communication and Interaction*: e.g. Autistic Spectrum Conditions, Speech, Language and Communication Needs
- Cognition and Learning*: e.g. Dyslexia, Dyscalculia, Dyspraxia
- Social, Emotional and Mental Health Difficulties*: e.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Difficulties (anxiety, self-harming, depression, eating disorders)
- Sensory and/or physical needs*: e.g. Hearing Impairment (HI), Vision Impairment (VI), Physical Disability (PD)

### **What should you do if you think your child has special educational needs?**

If parents have concerns relating to their child's learning then please initially discuss these with your child's Year Leader. This then may result in a referral to the school SENDCo, Mr G March.

Parents may also contact the SENDCo directly if they feel this is more appropriate.

We listen to all concerns. Parents' views and aspirations for their child will be central to the assessment and provision that is provided by the school.

## **Assessing Progress**

### **How will the school know how my child is doing?**

All students have individual target grades and their attainment is tracked using the our whole school systems. Parents are kept informed of progress via the reporting system and also at events such as Parents 'Evenings.

Those students failing to make expected levels of progress are identified very quickly. The SENDCo works with Heads of Department to monitor progress support in each subject.

The SENDCo and team of LSAs may also use further assessment, observations or seek advice from outside agencies.

### **How will parents know how their child is doing?**

Parents are able to see progress, rewards and sanctions information, via the Go4Schools portal.

If a child receives SEND support, parents receive regular updates, via phone or e-mail, from their link LSA. Parents have access to our online 'Provision Map' platform, where they can see pupil passports and support plans.

Progress can also be discussed during review meetings, through the school reporting systems and Parents 'Evenings.

Parents are encouraged to contact the school if they feel concerned about their child's progress or have information they would like to share.

## Support

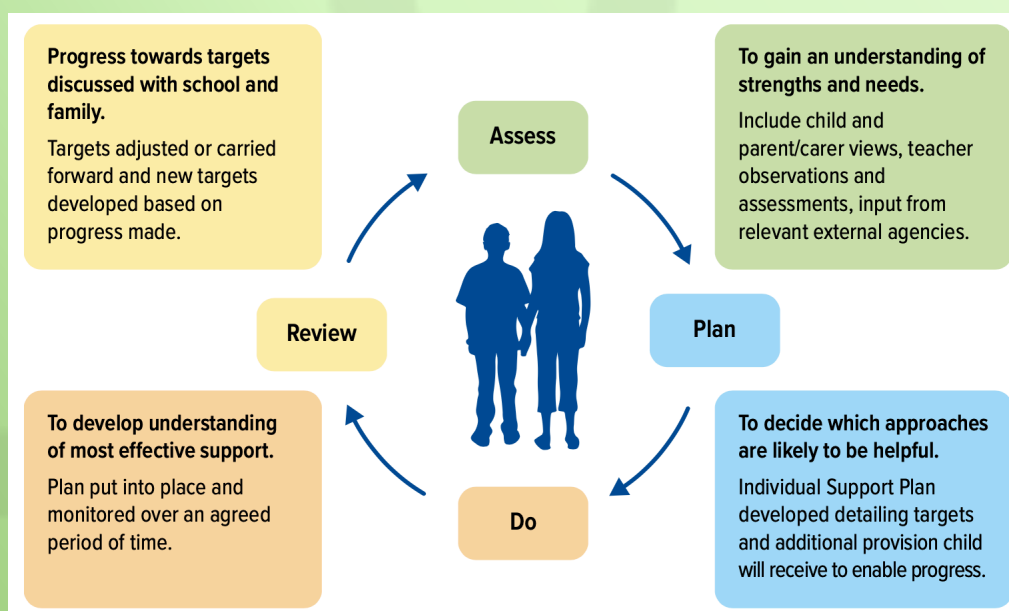
### How will the school support my child?

Further details of our universal offer, targeted and specialist support is outlined in the appendix at the end of this report: 'SHSB - SEND Local Offer' .

The first step in supporting SEND is the provision of high quality teaching.

Our teachers:

- Ensure pupil engagement and make high demands of their involvement
- Have high expectations for all
- Use a graduated approach (please see diagram, below), to make reasonable adjustments for pupils with SEND.



Each year the SENDCo delivers training to new staff and each member of staff receives a 'SEND Handbook', outlining strategies for support. We have a well-developed programme for continuing professional development which is reviewed and updated every year.

Our SENDCo regularly visits lessons and reviews the support we provide - including collecting feedback from pupils and parents. Regular reports are made to the governing body. Our SEND Governor is Tracey Whittington.

For all pupils with SEND, we produce and share:

1. Pupil Information Sheet – A one-page profile, outlining needs and strategies for support. This document is produced alongside the pupil and their parents. It is distributed to teachers to help them provide the best support in lessons.
2. Support and Progress Monitoring Form – This is completed with the link LSA and outlines individual targets. This is reviewed and updated at least three times per year.

## **Learning Support Assistants**

We have a team of Learning Support Assistants (LSAs) supporting our students.

The LSAs support pupils, whilst promoting independence. Support provided is specific to a pupil's individual needs, but may involve:

- Individual mentoring
- Providing scaffolding for complex tasks,
- Marking work and giving feedback to students,
- Explaining in simpler terms
- Asking teachers for clarification, on behalf of the student.

The LSA team may be the school link to outside agencies and communicate directly with teachers and their parents. All students with SEND have a 'link LSA' with whom they regularly meet to review progress and support.

## **Exam Access Arrangements**

Some students will require support in their exams. For example: extra-time, use of a laptop, structured rest-breaks, scribing.

The school follows exam board regulations and medical evidence or specialist assessment may be required before such arrangements can be made.

## **How is the decision made about how much support each child will receive?**

All support is discussed and agreed with a student and their parents. We are as accommodating and flexible as possible in providing the support required to meet a pupil's individual needs.

## **How does the school involve other bodies in meeting the needs of children with SEND and in supporting their families?**

To provide the best support, we work closely with a wide range of providers, including:

- Specialist assessors,
- Educational psychology team
- Medical services
- Visual impairment advisory service (VIAS)
- Specialist teachers

## What support will there be for my child's overall well-being?

We are proud to have been awarded *Enhanced Healthy Schools Status* for our work in emotional health and wellbeing. Our '[school story](#)' can be found on our website.

Year Leaders provide support for pupils in each year-group and are overseen by Directors of Key Stage. Directors of Key Stage and the SENDCo are part of the schools extended senior leadership team.

Wellbeing is central to our Personal, Social, Health and Economic (PSHE) curriculum. We aim to provide students with the knowledge and skills they need to enhance their wellbeing, build resilience and seek help when they need to.

We have a Counsellor and Mental Health Support Team based at the school, providing support to pupils and staff. We work closely with the Educational Psychology Service to provide individual and group support for pupils.

We have recently created a Wellbeing Suite - a quiet space where staff and pupils can work and relax.

“Our commitment to our pupils is to the 'whole person.' An educated mind is nothing without a cultivated sense of self-awareness, wellbeing, and the capacity to make good choices. Our journey towards this goal continues with ever-increasing expertise.”

## **Accessibility and Opportunity**

### **How will my child be included in activities outside the classroom including school trips?**

We make adjustments to ensure students with SEND can join in all that we have to offer.

These adjustments will be planned with pupils and parents, to make sure they can be successfully included

### **How accessible is the school environment?**

Disabled parking spots are marked and located in the school car park.

We have toilets adapted for students and visitors with disabilities. Some stairs, steps and ramps have edgings of a contrasting colour. We have lifts installed in new school buildings.

Our Accessibility Plan describes the actions the school has taken to increase access to the school environment.

## **Transitions**

### **Joining Southend High School for Boys**

The SEND team contacts primary schools and parents to plan any transition. Our inclusive transition work includes features that help many SEND children:

- Pupils receive a transition handbook.
- We visit primary schools
- We hold a Year 6 induction day
- We offer a 3-day 'summer school', between Year 6 and Year 7.

In addition, for pupils with SEND:

- We offer extra visits, if needed.
- We talk to the primary school's SENDCo to find out about the child's SEND.
- We provide teachers and key staff with the child's SEND information before they start with us.
- We phone home the day before they start, to answer any 'last minute' concerns

Parents whose child will be joining us are always welcome to contact our SENDCo.

### **How will the school prepare and support my child's transfer to the next stage of education and life?**

Careers and transition guidance is included in our PSHE curriculum, tutor time activities and assemblies. Pupils with SEND meet our careers advisor at-least once per year - advice is shared with parents and the SEND team.

Pupils discuss the Year 8, GCSE and A-level options processes with their link LSA.

The school liaises with other schools, colleges and universities to ensure support is in place for pupils when they leave SHSB. If required, we will accompany students to interviews and visits.

Where a student has an EHCP, all reviews from Year 9 onwards include a focus on preparing for adulthood.

## **Supporting Parents**

### **How will parents be helped to support their child's learning?**

Each pupil on the SEND register has a 'link LSA', who they regularly meet to discuss progress and support. The link LSA also keeps regular contact with home to ensure a collaborative approach.

All parents receive a login for 'Satchel:One', where school notices and homework are posted.

We organise parent workshops based around various aspects of teaching and learning and are currently establishing a 'SEND parents forum', to provide more specific advice.

### **Local support services for parents of students with SEND include:**

Southend's Information, Advice and Support Service (IASS): Offers independent advice and support to parents and carers of all children and young people with SEND

<https://www.sendiassouthend.co.uk/>

Southend SEND Independent Forum (SSIF): The official parent carer forum for Southend.

<https://www.southendsendindependentforum.co.uk/>

Further information about Southend City Council's Local Offer can be found at:

<https://livewellsouthend.com/>

Local Charities, including:

STRM – SEND the right message: Provide support, advice, and activities for young people and their carers <https://strmsupport.co.uk/>

SNAP: Inform, encourage and support parents <https://www.snapcharity.org/about/>

### **What are the arrangements for supporting children who are looked after by the local authority and have SEN?**

Provision for children and young people who are looked after by the Local Authority is the same as that for all pupils with SEND. In addition, the designated social worker is contacted and updated as to any provision that has been put in place for that child. The SENDCo, or representative, will attend the PEP meetings and the annual LAC review meetings where appropriate.

## **What arrangements does the school make in relation to the treatment of complaints from parents of children with SEND, concerning the provision made at the school?**

Please refer to the school's Complaints Policy for more information. Within school, the procedure has three stages:

- Informal – most concerns are easily resolved informally by discussion with staff at the school. More difficult or complex concerns may take more than one discussion.
- Formal Complaint to the headteacher – if you are unable to resolve the complaint through informal discussions you should write to the headteacher detailing your complaint.
- Formal complaint to the governing body – A formal complaint can be made to the governing body, after careful attempts have been made to resolve the matter informally or formally with the head teacher.

Parents and carers who are unhappy with the Local Authority or school's responses to their child's SEND, may seek mediation from the SEND Mediation and Disagreement Resolution Services. This is available to parents of children with special educational needs and to young people with special educational needs. The service is free, confidential and independent of the Local Authority and Integrated Care Board. <https://www.globalmediation.co.uk/service/special-educational-needs-disability/>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>