

Southend High School for Boys School's Local Offer – Access for SEND Pupils

All mainstream schools (which includes maintained schools and academies) have a similar approach to meeting the needs of pupils with SEND and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be inclusive, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen.

Additionally schools have to provide details of the school specific offer – this should reflect Southend Borough Council's Local Offer which can be found at www.southendinfopoint.org

Within the Code of Practice the main areas of SEND encompass the following four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Southend High School for Boys follows the SEN Code of Practice. Our School Offer provides details of the resources, interventions etc that we provide at Southend High School for Boys to support children with SEND. Due to the ever-changing needs of our children there may be additional support available that has not been covered here in this document. If you would like further information about what we offer at Southend High School for Boys then please do not hesitate to contact our SENCO directly (enquiries@shsb.org.uk). The school's SEN policy is published on the school's website.

Admissions: Pupils with SEND are allocated places in two separate and distinct ways:

Those pupils with Statements or Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen by the SEN team at Southend-on-Sea Borough Council.

Those pupils who have SEND but do not have a Statement or EHCP are admitted via the normal school admission criteria.

Provision Available

Needs		Support	Criteria
Communication and Interaction Needs	Autistic Spectrum Disorders	<ul style="list-style-type: none"> • Access specialist teaching advice from The St Christopher School • Calm, structured and safe environment • LSA/mentor support • Educational Psychology Service • Social stories 	<ul style="list-style-type: none"> • Pupil being identified as having a social and communication difficulty and is on the register of pupils with particular needs
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Access to Speech and Language specialists in the Borough • We follow individualised speech and language programmes as advised by specialists. 	<ul style="list-style-type: none"> • Pupil being identified as having a social communication difficulty and is on the register of pupils with particular needs.
Cognition and Learning Needs	Moderate Learning Needs	<ul style="list-style-type: none"> • We seek and follow specialist advice • Interventions – small group and individual • Educational Psychology Service 	<ul style="list-style-type: none"> • Pupil being identified as having a moderate learning need and is on the register of pupils with particular needs
	Specific Learning Needs	<ul style="list-style-type: none"> • Access to specialist teachers in the Borough • Education Psychology Service • Specialised programmes that develop co-ordination; gross and fine motor skills 	<ul style="list-style-type: none"> • Pupil being identified as having a specific learning need and is on the register of pupils with particular needs

Social, emotional and mental health difficulties	Social Needs	<ul style="list-style-type: none"> • Pastoral Care Team • Staff/peer mentoring 	<ul style="list-style-type: none"> • Pupil being identified as having a specific social need and is on the register of pupils with particular needs
	Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> • Access to Counsellors in the Borough • Mentors • Educational Psychology Service • Access to Emotional Well-Being and Mental Health Service (“EWMHS”) 	<ul style="list-style-type: none"> • Pupil being identified as having a specific learning need and is on the register of pupils with particular needs
Sensory and Physical Needs	Hearing, Visual and Multi-Sensory Impairments; physical disabilities	<ul style="list-style-type: none"> • We have no dedicated specialist facilities but will seek specialist advice and follow advice, given the resources available. 	<ul style="list-style-type: none"> • Pupil being identified as having a specific sensory and physical need and is on the register of pupils with particular needs
Medical Needs		<ul style="list-style-type: none"> • Access to school nurse • Care plan • Medical room • Secure storage for medication • Health Care Plans 	<ul style="list-style-type: none"> • Pupil being identified as having a medical need and is on the register of pupils with particular medical needs

Frequently asked questions	
How will I know how my child is doing?	In addition to the normal school reporting process, there is regular liaison and review between school and home. This may include meetings and telephone and e-mail communication.
How well does the school know how well my child is doing?	Through the Interim Assessment Reports, the school regularly monitors the progress of individual pupils, both academically and with regard to effort.
How will I know what progress my child should be making?	Parents are made aware of attainment targets and to what extent the pupil is meeting these targets. Further discussions take place during parent consultation evenings.
How will the curriculum be matched to my child's needs?	All pupils are expected to follow the school curriculum and, where required, reasonable adjustments will be made to support pupils with particular needs.
What are the school's approaches to differentiation?	All teachers plan differentiated activities in lessons to meet the needs of individual pupils. Where appropriate, SEN pupils may have an Individual Support Plan.
What support is there for behaviour?	Under the School Behaviour Policy, staff use a variety of intervention strategies to encourage the good behaviour of all pupils. The Pastoral team direct and monitor these strategies, which may include a traffic-light system for encouraging pupils to meet specific targets, as designed for individual pupils.
How will my child/young person contribute his/her views and how will the school support my child/young person to achieve this?	This happens through the School Council, where each Form has a representative, and through other pupil consultations, eg questionnaires. For pupils with particular needs, their views are sought and considered in planning support. For pupils with a Statement or EHC Plan, pupils contribute to meetings and the annual review process.
What training are the staff supporting pupils with SEND had or having?	The SEN team have had specialist training in autism and dyslexia and the teaching staff have had in-house training on SEND in general.

What specialist services are available within or accessible to the school?	The school has no specialist services available within school but has access to specialist services outside the school, eg the Educational Psychologist Service, specialist autistic teachers, EWMHS, etc.
How will I be involved in discussions about planning for my child's education?	Through discussions with the SENCO and relevant Year Leader.
How will my child be included in activities outside the classroom including school trips?	All pupils are expected to be fully involved in extra-curricular activities and will be supported to do so. Reasonable adjustments will be made for pupils with SEND, depending on their particular needs.
How accessible is the school environment?	The school has normal access arrangements in the physical sense. Some modern buildings have disabled access and facilities.
How will the school prepare and support my child to join the school, transfer to college or the next stage of education and life?	Before your child joins the school, the SENCO will contact you to discuss his/her particular needs and may consult with or visit the previous school setting to gain information about the child's particular needs. The school will also expect to receive details of any specialist advice already provided prior to the child joining the school. SEND pupils will receive Connexions and careers advice at key stages and prior to transfer to further education or employment.
How are the school's resources allocated and matched to pupils special educational needs?	Assessment of the particular needs of the individual pupil informs how the school's resources are allocated.
How is the decision made about how much support my child will receive?	This decision is made in consultation with the pupil and parents with regard to available school resources.
How does the school communicate with parent/carers whose first language is not English?	This is not a situation we have experience with so we would consult the local education authority for guidance and support on this.
Who should be my first point of contact if I want to discuss something about my child?	The SENCO or the relevant Year Leader.