

# **SOUTHEND HIGH SCHOOL FOR BOYS**



## **SPECIAL EDUCATIONAL NEEDS & DISABILITIES INFORMATION REPORT**

**July 2019**

## Southend High School for Boys - SEND Information Report – July 2019

In September 2014 a new Special Educational Needs Code of Practice came into effect. From this time Local Authorities must publish a Local Offer, setting out in one place information about provision that they expect to be made available for children and young people in their area who have Special Educational Needs. (SEND)

The Local Offer, provided by Southend Borough Council has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support disabled children with SEND and their families.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.

### **Schools must contribute to the Local Offer. This SEND Information Report is our school's contribution to the Local Offer.**

Our SEND Information Report provides details of the resources, interventions etc, that we provide here at Southend High School for Boys to support children with Special Educational Needs and/or Disabilities (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. This report has been compiled by the SENDCo with contributions from the SEND governor, staff members, students and parents. Information from the School's SEND policy is also included. This policy is reviewed annually.

If you would like further information about what we offer at Southend High School for Boys then please do not hesitate to contact our SENDCo, Mr Gareth March at [gdm@shsb.org.uk](mailto:gdm@shsb.org.uk) directly. If you are thinking of sending your child to us and if you feel your child's need is not mentioned here please contact us to make an appointment so that we can discuss your child's specific needs.

Further information on what is available from  
Southend Borough Council's Local Offer can be found at:  
[www.southendinfopoint.org](http://www.southendinfopoint.org)

## **Support at Southend High School for Boys**

### **Learning Support Assistants**

We have a team of 10 full and part-time Learning Support Assistants (LSAs) supporting our students. This large team provides a wide range of expertise and an emphasis is placed on continued professional development, with many of the team completing courses in a range of areas – including ASD and supporting mental health and well-being.

The LSAs support pupils with the aim of promoting independent learning. Support provided is specific to a pupil's individual needs, but may involve providing scaffolding for complex tasks' prompting reluctant learners, asking questions to help students arrive at their own answers, marking work and giving feedback to students, explaining in simpler terms, asking the teachers for clarification on behalf of the students who don't understand and giving feedback to teachers. LSAs may provide 'direct' or 'hover' support.

The LSA team may be the school link to outside agencies and communicate directly with teachers and his parents. The LSA team have led training for all staff in how best to support pupils with SEND. All students with SEND have a 'link LSA' with whom they meet to review progress and support.

LSAs also deliver other support, such as: Handwriting/presentation, homework club, literacy skills and Lego Therapy.

### **Transition from Key Stage 2 to Southend High School for Boys**

We have events organised by various subject areas to make transition to our school easier for all our students.

Through the transition process, the SENDCo communicates with primary schools and information about students with SEND is shared. The aim is to have a draft ISP shared with parents and in place and before the induction day.

Identified students may have extra visits before they join us and if required, a member of the SEND team will visit the primary school to gain information about how best to support particular students.

Progress and support is particularly closely monitored over the first half-term and any changes to the support required are made.

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

We have rigorous whole school tracking of attainment outcomes which identifies lack of expected levels of progress. **ALL** teachers are responsible for identifying students with SEND. Early identification is a priority. To identify SEND children subject teachers and Year Leaders carefully monitor and assess the students' progress to identify any who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fail to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap

Slow progress and low attainment does not necessarily mean that a student has SEND and will not automatically lead to a pupil being recorded as having SEND.

Year 6 students are identified before they join us. The SENDCo obtains information about students with special educational needs by communicating with the SENDCos and teachers of the primary feeder schools.

## **What should you do if you think your child/young person 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.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

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

Parents can look at the following websites:

- Southend's Information Point and Directory of Service for Adults, Children and Families (SHIP)
- Southend's Local Offer

The subject teacher or SENDCo may also suggest additional ways of supporting your child's learning. 'Show My Homework' has information on your child's homework.

If you have any suggestions to further support your child's learning, please contact the Year Leaders (YLS) or the SENDCo.

## **How will the school support my child/young person? (Please see Appendix 1 for more information)**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We endeavour to provide all students with quality first teaching that is differentiated to meet the diverse needs of all learners.

### **Our teachers:**

- Support independent learning
- Promote pupil talk, individually and in groups
- Question, model, explain
- Ensure pupil engagement and make high demands of their involvement
- Make reasonable adjustments and SEND provision in their lessons
- have high expectations for all

CPD sessions for all teachers have covered the effective use of LSAs, the four areas of Special Educational Needs, dyslexia, spelling and writing weaknesses, supporting students with SEND in the classroom, homophobic bullying, dyscalculia, ASD, attention deficit hyperactivity disorder, behaviour management, differentiation and quality first teaching. Each year the SENDCo delivers training on SEND to new staff. We have a well-developed programme for continuing professional development which is reviewed and updated every year.

The following are produced for and forwarded to parents for all pupils on the SEND register:

1. Pupil Information Sheet – A one-page profile, outlining needs and strategies for support. The pupil has input to and agrees the strategies suggested in this document. This is distributed to teachers to help them provide the best support in lessons.
2. Support and Progress Monitoring – This is completed with an LSA and is an outline of how things are currently going. It includes any suggested changes to the support the pupil receives and targets to consider between IARs. This will be reviewed at least four times per year.

Our School Governors and SENDCo carry out learning walks, observe lessons and learning conversations. They plan to include observations of LSAs in class and their delivery of interventions. The SEND governor visits frequently and is very visible around the school. The SENDCo regularly reports to the governing body. Our SEND Governor is John Hendry.

**Handwriting support** – students are identified by members of staff. Students complete a handwriting assessment to see where the issue lies e.g. – grip of pen, writing on/off the lines, letter formation. They follow a structured handwriting programme which is made more fun by including some activities to improve fine motor control. At home – students could be encouraged to copy a short text to develop the correct holding of a pen and writing on the lines. Sometimes it can be a matter of just changing the type of pen that they are writing with.

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

All students have individual target minimum grades and challenging targets to ensure ambition. Their attainment is tracked using the whole school tracking system. Parents are informed 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. Teachers and the Head of Department may decide on additional action to increase the rate of progress.

If the student's rate of progress continues to be a concern then advice and support may be sought from the SENDCo and the team of LSAs.

The SENDCo and team of LSAs may use further assessment, observations or seek advice from outside agencies to identify specific needs and inform provision.

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

Attainment towards identified outcomes will be shared with parents during review meetings, through the school reporting systems, support and progress monitoring updates and Parents' Evenings. It is planned that parents will be able to access information about progress towards identified outcomes via the Go4Schools portal.

Parents may also find the Planner (home-school diary) a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with their child's Year Leader at any time when they feel concerned or have information they would like to share that could impact on their child's success. Parents can also speak to their child's Form Tutor or SENDCo.

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

Southend High School for Boys offers a wide variety of pastoral support for students. These include:

- A strong Pastoral Team headed by Mrs R Worth, Deputy Head Teacher. 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.
- An evaluated Personal, Social, Health and Economic (PSHE) curriculum aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- In-house school counsellors are available and the school works closely with educational psychology service.
- The school will be one of the first secondary schools to pilot the 'Enhanced Healthy Schools – Mental Health and Well-Being Project'.

Student and Parent Voice mechanisms are in place and are monitored for effectiveness by the Governor with responsibility for this area.

SEND support is predominantly provided in lessons so that pupils with SEND have full access to the curriculum. However, small group and 1:1 interventions to support students' well-being are delivered to targeted students and groups. The aim is to support improved interaction skills, emotional resilience and well-being.

Students who find break and lunchtimes difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills. For pupils with SEND there are particular clubs such as Lego Therapy to help with social skills.

**Social and Emotional Difficulties** – Students are usually identified by Year Leaders, LSAs or the SENDCo, as having difficulties within any areas of need. Students are given 1:1 support so that they can discuss what issues are causing them problems and we try to find a solution to overcome that problem. They are provided with a quiet, private place to discuss any issues and they follow activities to improve their self-esteem and find appropriate ways of expressing their feelings. Advice is sometimes sought from outreach teachers based at St Christopher's School who have trained our key LSAs on ASD and social skills programmes.

**How does the school involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

Advice is sought from external agencies regarding strategies to best meet the specific needs of a student. With some exceptions, this will only be undertaken after parent permission has been obtained and an Early Help Family Support Assessment form is completed. Where required, outside agencies train our staff to deliver bespoke programmes, carry out assessments and effective strategies to use. We have worked closely with health professionals to meet the medical needs of our students. We have referred families to services such as SAFE and ASD support services provided by The St Christopher's School.

**Support services for parents of students with SEND include:**

**Southend's Information, Advice and Support Service (IASS)** – formerly Partnership Service (PPS) is statutory service offering independent advice and support to parents and carers of all children and young people with SEND. The service can be contacted via: [parentpartnership@southend.gov.uk](mailto:parentpartnership@southend.gov.uk)

Website: [http://www.southend.gov.uk/info/200171/children\\_and\\_families/275/childcare/3](http://www.southend.gov.uk/info/200171/children_and_families/275/childcare/3)

**Independent Support Service** – Parents whose children are being assessed for an EHC Plan can access the Independent Support Service whose aim is to provide guidance to parents regarding the EHC Plan process. The local contact is Shelley Johnson.

Website: [http://www.scope.org.uk/Support/services-directory/Independent-Support-Service-\(SEND\),-Southend](http://www.scope.org.uk/Support/services-directory/Independent-Support-Service-(SEND),-Southend)

**Local Offer** – Southend's SHIP directory, The Local Authority's Local Offer, provides information and a directory of services for Adults, Children and Families. It includes information on mediation and conflict resolution services.

## **What Specialist services or expertise are available at or accessed by the school?**

These services include the following:

- Specialists/advisory teachers from other schools in the Borough e.g. St Christopher's (ASD), Kingsdown (Physical and Disability Support), PLT (behaviour management)
- School Nurse
- Advisory teacher for Hearing Impairments
- Advisory teacher for Visual Impairments
- Advisory teacher for speech and language
- The Local Authority
- Emotional Wellbeing and mental health services (EWMHS) (formerly CAMHS)
- The Health Service e.g. Paediatrician, Occupational Therapist, Physiotherapist
- The Educational Psychologist carries out cognitive assessments, observes, gives advice and assists in monitoring progress
- ASC - [www.adolescentsupportclinic.co.uk](http://www.adolescentsupportclinic.co.uk)

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

For students with SEND but without an EHC plan, the decision regarding the support provided will be agreed with parents and in Individual Support Plan will be produced. The decision is based on the type and amount of intervention required by the student to meet his or her needs.

For students with an EHC Plan, this decision has been made by the Local Authority.

Some students will require support in their exams, though a diagnosis of dyslexia or ASD does not necessarily guarantee support in exams. The school follows exam board regulations and procedures for special examination arrangements. As such, an independent assessor may need to assess a student. Examples of such support, which needs to be normal classroom practice, includes reader, scribe, extra time or separate accommodation.

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

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

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

Disabled parking spots are marked and located in the school car park on Hopleythick Lane and Prittlewell Chase and near to the school reception.

We have toilets adapted for students and visitors with disabilities. Some stairs, steps and ramps have edgings of a contrasting colour to indicate where there is a change in level. We have lifts installed in the modern buildings in the school.

Our Accessibility Plan is being updated and describes the actions the school has taken to increase access to the school environment.

## **How will the school prepare and support my child/young person transfer to the next stage of education and life?**

Our students are supported by our careers advisor from Connexions.

The school adheres to the guidance in Careers Guidance and Inspiration in Schools: Statutory Guidance for Governing Bodies, School Leaders and School Staff April 2014. This places a duty on schools to secure independent careers guidance for all Y8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.

Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEND provision – including the full range of post-16 options and support available to children and young people with SEND and disabilities to help them prepare for adulthood, including getting a job.

Where a student has an EHC Plan, all reviews of that Plan from Year 9, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

Where required, teachers or staff will accompany students to interviews and visits to post 16 placements.

For those students planning to attend college, appropriate information will be passed to the college. It would be useful if parents and/or Young Person informed the college of any SEND and gave permission for information to be shared.

## **What arrangements does the school make in relation to the treatment of complaints from parents of children/young people 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, which must begin with the information stage:

- **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 see 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 services are free and confidential and are independent of the local authority and Clinical Commissioning Group. Tel: 0800 064 4488.

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. Tel no: 0800 064 4488.

## Appendix 1: SEND Provision

### Disorders on the Autistic Continuum

- Autism
- Asperger's Syndrome
- Semantic/Pragmatic Disorder
- Impaired Social Awareness
- Impaired Social Communication
- Impairment of Imagination

Needs		Support	Identification
Communication and Interaction Needs	Autistic Spectrum Disorder (including Asperger's syndrome and Autism)	<ul style="list-style-type: none"> <li>• Advice from the St Christopher's special school who have expertise in ASD</li> <li>• Social stories/scripts/autopsies</li> <li>• Use of 'Time Out' cards</li> <li>• Access to a Learning Mentor or key LSA attached to identified student</li> <li>• Access to the Educational Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• Information recorded on EHCP</li> <li>• Diagnoses from Medical Professional</li> <li>• Issues in school raised by Year manager/Teacher/SENDCo</li> </ul>

## Cognition and Learning

These include:

- Mild and Moderate Learning Difficulties
- Severe or Profound Learning Difficulties
- Specific learning Difficulties

Needs		Support	Identification
Cognition and Learning Needs	Mild and Moderate learning difficulties	<ul style="list-style-type: none"> <li>• Assessments to identify those who need targeted support</li> <li>• Interventions – group and individual support</li> </ul>	<ul style="list-style-type: none"> <li>• Parents concerns</li> <li>• Subject teacher concerns</li> </ul>
	Specific learning needs (e.g. dyslexia and dyspraxia)	<ul style="list-style-type: none"> <li>• Screening Programme and further assessment to devise a bespoke programme of study</li> <li>• Access to the Educational Psychologist – through the EHA</li> <li>• Specialised programme that develops co-ordination – gross and fine motor skills in conjunction with the Occupational Therapist (access to an OT can only be gained through the GP)</li> </ul>	<ul style="list-style-type: none"> <li>• Referral by SENDCo</li> <li>• Referral by OT for specific issues</li> </ul>

## Social, Emotional and Mental Health Needs

These include emotional and behavioural difficulties

Needs		Support	Identification
Social, Emotional and Mental Health Needs	Behavioural Needs	<ul style="list-style-type: none"> <li>• Access to LSA support</li> <li>• 1:1 support</li> <li>• Group sessions</li> <li>• In-class support/strategies employed by teacher and LSA</li> <li>• Pastoral Team – including Year Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Parental concerns</li> <li>• Identified by Year Leaders/SENDCo/teachers</li> </ul>
	Emotional and Mental Wellbeing	<ul style="list-style-type: none"> <li>• Access to LSA Support</li> <li>• Access to EWMHS</li> <li>• Access to counselling (ASC)</li> <li>• In-class support/strategies employed by teacher and LSA</li> <li>• Pastoral Team – including Year Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• EHFSa completed by trained members of staff and referred accordingly</li> <li>• EP assessment</li> <li>• Referral from staff to Year Leaders/SENDCo</li> <li>• Parents concerns</li> </ul>
	Social Needs	<ul style="list-style-type: none"> <li>• Lego Therapy Group</li> <li>• Advice available from specialist teacher</li> <li>• Pastoral Team – including Year Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Referred to specialist teacher or EP via SENDCo, outcome of results will determine which intervention is provided, being 1:1 or group sessions.</li> <li>• Parents concerns</li> </ul>

## Sensory and Physical Needs

These include

- Hearing impairment
- Visual impairment
- Multi-sensory Impairment
- Physical Impairment

Needs		Support	Identification
Sensory and Physical Needs	Hearing Impairment	<ul style="list-style-type: none"> <li>• Access to Hearing Impairment Specialist Teacher based at Kingsdown School</li> </ul>	<ul style="list-style-type: none"> <li>• Information supplied by Primary School/parents</li> <li>• Reports from specialised agencies Confirmation of Hearing impairment and severity of condition by hospital/specialist teacher of HI</li> </ul>
	Visual Impairment	<ul style="list-style-type: none"> <li>• Access to specialist Teacher for the Visually Impaired based at Kingsdown School</li> <li>• Physical Environment Audit</li> </ul>	<ul style="list-style-type: none"> <li>• Information supplied by Primary School/parents</li> <li>• Reports from specialised agencies</li> <li>• Confirmation of Visual Impairment and severity of condition by hospital/specialist teacher VI.</li> </ul>
	Multi-sensory Impairment	<ul style="list-style-type: none"> <li>• Risk assessment and additional support provision as identified</li> </ul>	<ul style="list-style-type: none"> <li>• Information contained within the student's EHC Plan</li> </ul>
	Physical Impairment	<ul style="list-style-type: none"> <li>• Reasonable physical adjustments</li> <li>• Access to support and advice from Physiotherapist and Occupational Therapist as required</li> </ul>	

## Medical

Needs	Support	Identification
Dependent on the needs of the individual child.	<ul style="list-style-type: none"><li>• Specialist support as needed</li><li>• Access to specialist medical professionals</li><li>• Access to school nurse</li><li>• Individualised Care Plan written with parents and information from health professionals</li><li>• Medical Room</li><li>• Secure storage for medication in line with care plans</li><li>• Administration of medication, i.e. Epi-Pen by trained members of staff</li><li>• First Aid trained members of staff</li><li>• Reports by and meetings with medical professionals regarding eg tube feeding and administration of medication.</li><li>• Access to specialist Teacher for the Visually Impaired based at Kingsdown School</li><li>• Physical Environment Audit</li><li>• Risk assessment and additional support provision as identified</li><li>• Reasonable physical adjustments</li><li>• Access to support and advice from Physiotherapist and Occupational Therapist as required</li></ul>	<ul style="list-style-type: none"><li>• Letters from GPs/Hospitals</li><li>• Year Leaders/SENDCo/Child Protection officer advising parents/carers to seek advice from health professionals</li></ul>