

# Shoeburyness High School

A member of Southend East Community Academy Trust

## SEN INFORMATION REPORT and POLICY for 2022-2023

Reviewed and Updated  
May 2022

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 (SEN).

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 and children with SEN 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 SEN Information Report is our school's contribution to the Local Offer. Further information on what is available from Southend Borough Council's Local Offer can be found at <https://livewellsouthend.com/>**

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## Summary

Our SEND Information Report provides details of the resources, interventions etc. that we provide here at Shoeburyness High School 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 Special Educational Needs Co-ordinator (SENCO), 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 Shoeburyness High School then please do not hesitate to contact our SENCO, Kate Williams or our Assistant to the SENCO Carol Kemp at [senco@shoeburyness.southend.sch.uk](mailto:senco@shoeburyness.southend.sch.uk)

## SEN team

 <p>© Tempest</p> <p>Kate Williams- KS3 SENCo</p>	 <p>© Tempest</p> <p>Dave Farebrother- KS4 SENCo</p>
 <p>Carol Kemp- Assistant to SENCo</p>	 <p>© Tempest</p> <p>Cheryl Ball- SEN administrative assistant</p>



## **How will my Child be supported through the school?**

### **Transition from Key Stage 2 to Shoeburyness High School.**

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

We have events organised by various subject areas to make transition to our school easier for all our students. The process of transition begins with a SENCo meeting between primary and Secondary Schools and these are coordinated during the summer term. During this meeting the needs of your child will be discussed to develop an individual support plan that will carry through to secondary school.

The Year Manager and SENCO are part of the Transition Team. They visit students who will be joining us in September and speak to Primary staff about the children on the admissions list. This further supports development of their Individual Support Plan (ISP)

Parents are welcome to contact the SENCO to coordinate meetings to discuss individual pupils via [senco@shoeburyness.southend.sch.uk](mailto:senco@shoeburyness.southend.sch.uk).

Identified students may have extra visits before they join us. Staff in the primary schools will exchange specialised information with the staff in Shoeburyness High School.

## What is a Special Educational Need?

A child has SEND if they have a learning difficulty or disability that we need to make special provision for. The four areas of SEND include difficulties around their;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and Sensory



## **How does the school know if my child/young person needs extra help? What if I have a concern as a parent?**

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 SEN. Early identification is a priority. To identify SEN children, subject teacher, and Academic Year Leaders (AYLs) 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.
- Fails 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 (Code of Practice 6:17).

If parents or teachers have concerns relating to a child's learning, they should initially discuss these with the child's AYL. This then may result in coordination of teacher's feedback and their observations of your child in class. If concerns are raised, a referral will then be made to the school SENCO, Ms K Williams.

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.

Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a student being recorded as having SEN and following investigation, different provisions may be required.



## **How will the school support my child/young person?**

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. 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. This is facilitated by teachers accessing the pupil's ISP's so that they understand what support they need. The curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the student, by the parent/carer, by SENCO and/or external specialists.

Our teachers have high expectations for all.

Our teachers:

- Support independent learning
- Promote student talk, individually and in groups
- Question, model, and explain
- Ensure student engagement and make high demands of their involvement
- Make reasonable adjustments and SEN provision in their lessons

Where appropriate pupils may be placed within a small class of students with similar abilities to their own, who need the extra support from a nurturing, less busy environment. Students in these classes, may diverge from the national curriculum as appropriate to their SEND need and their progress. Students may transition both in and out of these smaller classes as appropriate to their need and progress.

These types of curriculum intervention are in place throughout years 7-11.

Shoeburyness High School pride ourselves on putting SEN high on the agenda of school development and have 3 CDP sessions around SEN a year.





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

### **Whole School Provision**

All students have individual target grades that ensure ambition. Their attainment is tracked using the whole school tracking system. Parents are informed via the reporting system and at events such as Parents' Evenings.

Those students failing to make expected levels of progress are identified very quickly. Teachers, AYLs and Heads of Department may decide on additional action to increase the rate of progress. This may include contacting parents.

Our School Governors carry out learning walks and observe lessons and learning conversations.

### **Additional SEN provision and monitoring**

If your child has an Individual Support Plan (ISP) they take the lead role in their plan. They will be part of the process of deciding/ agreeing 2-3 targets to work towards.

Individual Support Plans are reviewed on a termly basis. This involves teachers, parents and the pupil reflecting on their progress. Following this, new targets will be set and needs and provisions are updated.

Once the new document is finalised it will be published for pupils, parents and teachers to access.





## **LAC Pupils with SEN Needs**

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

Each looked after child (LAC) has a Care Plan which includes a Personal Education Plan (PEP). The initial PEP must be put in place within twenty days of the young person coming into care and is then reviewed after three months and subsequently every six months. The student is consulted on all aspects of their PEP. For looked after children with SEN/D the SENCO or SENCO representative will attend the PEP meetings and the annual LAC review meetings where appropriate.

As far as is practical, the school arranges for reviews of all areas of the young person's progress to take place at the same time e.g. the annual review of the student's Education Health Care Plan (EHCP) would take place at the same time as a PEP review.

Please see our policy on Looked After Children for more information.



### **How can parents be involved in supporting their child's learning?**

Attainments towards identified outcomes will be shared with parents during review meetings, through the school reporting system and Parents' Evenings. Parents have access information about progress towards identified outcomes via the 'EduLink' App.

Parents are encouraged to arrange an appointment to discuss their child's progress with their child's AYL at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Parents can also speak to their child's learning tutor, Year Manager or SENCO if they have

pastoral concerns.

There are termly ISP reviews where parents will be requested to provide their contributions to their child's plan. The ISP is a working document and so the plan can be modified and updated at any point. If a parent has a concern about their child's provision or progress, they can request a review meeting via email on [senco@shoeburyness.southend.sch.uk](mailto:senco@shoeburyness.southend.sch.uk).

If parents feel their child is struggling in a particular subject area or with homework, we encourage them to contact teachers directly using the first letter or their name followed by their surname @shoeburyness.southend.sch.uk. If situations are unresolved then we encourage you to contact the AYL who can forward concerns onto the SENCo where necessary.

Additional Support and information can be accessed through the following websites;

Parents can look at the following websites:

- SENDIASS (Special Educational Needs & Disability Information, Advice & Support Service) <https://www.sendiasssouthend.co.uk/>
- Southend's Information Point and Directory of Services for Adults, Children and Families (SHIP)
- Southend's Local Offer

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

Students can be identified by Year Managers, LSAs, SENCO, as having difficulties within any of the areas of need. We understand the importance of supporting mental health and social difficulties and getting the right support in place and are keen to ensure that all pupils feel safe in school and are ready to learn.

With regards to additional SEN provision, LSAs support students through mentoring however depending on student need, the student may be referred to the in-house counsellor or elsewhere with the permission and support of the parents/carers. They are provided with a safe, private place to discuss any issues.

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

- A strong Pastoral Team headed by an Assistant Head Teacher. The team includes Year Managers who are attached to year groups.
- Students with SEN may have an LSA allocated to them who they can confide in and who will promote student voice in their provision.
- An evaluated Personal, Social, Health and Economic (PSHE) curriculum.
- Lunchtime and break time clubs are available.
- Student and Parent Voice mechanisms are in place and are monitored for effectiveness by the Governor with responsibility for this area.

- The school has gained Healthy School Status which evidences the work undertaken within the school to supports students' well-being and mental health.
- We have a zero-tolerance to bullying.



## **Learning Support Assistants**

Learning support assistants have a valuable role in supporting students. They work within classes with specific students as part of group work in order to promote independence.

Our LSA's are skilled in a number of different areas and have a range of qualifications in supporting the 4 key areas of SEND.

LSA's work within an allocated year group and have a case load of pupils that they support across a range of lessons. They are understanding of the needs of students and support with the provisions identified in the pupil's ISP's.

The LSA's review pupil progress with the SENCO on a weekly basis.



## **Accessing Specialist Help**

The SENCo is often the first point of call when reviewing a pupil's plan and looking at changing provisions. During this review cycle, there are times where external agency involvement is sought. This can come in the form of outreach services such as the Educational Psychologist, St. Christopher's and Behaviour outreach service.

Advice is sought from these external agencies regarding strategies to best meet the specific needs of a student. With some exceptions, this will only be undertaken after parent permission.

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 as appropriate.

If your child requires additional support around Speech and Language or assessment by a paediatrician, current systems involve parents arranging an appointment with a GP where a referral can then be made. The school can further support this by providing evidence or letters to support your case.



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

- a) For students with SEN but without an EHC plan, the decision regarding the support provided will be recorded on the student's Individual Support Plan (ISP). This may develop throughout students' time at Shoeburyness and modifications may occur as a result of progress review, mentor feedback, external agency review and parental contributions. The decision is based on the type and amount of intervention required by the student to meet his or her needs.
- b) For students with a statement of educational needs/EHC Plan, this decision has been made by the Local Authority.
- c) Some students will require support in their exams. A diagnosis of dyslexia does not necessarily guarantee support in exams. Examples of such support, which needs to be normal classroom practise includes reader, scribe, extra time or separate room. The SENCO is qualified to carry out the necessary assessments to determine if a child is entitled to these access arrangements.





## **Accessibility**

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

Our Accessibility Plan (statutory requirement) is updated annually and describes the actions the school has taken to increase access to the environment, access to the curriculum and access to printed information. It is available via the school website. Our students have helped to devise the accessibility plan.

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

We endeavour to accommodate all pupils so that they have equal opportunities and access to sports, clubs and additional opportunities in school. We direct you to our regularly updated section of our website that details all of the extra-curricular activities.

With regards to school trips, additional support, equipment and provisions can be coordinated to help accommodate all pupils to access these. Please see the school's Trips and Visits policy for more information.





## Transition Post 16

### **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.
- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff October 2018. 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.
- For those students planning to attend college, appropriate information will be passed to the college.



## **Complaints**

**What arrangements does the school make in relation to the treatment of complaints from parents of children/young people with SEN/D concerning the provision made at the school?**

Please refer to the Southend East Community Academy Trust (SECAT) Complaints Policy which is published on our website for more information.

The website address is: <http://www.secat.co.uk/>

Please also refer to the school's SEN policy document.

