

Shoeburyness High School

A member of Southend East Community Academy Trust

SEN INFORMATION OFFER for 2019-2020

Reviewed and Updated December
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 (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 www.southendinfopoint.org

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, Miss Kate Williams at katewilliams@shoeburyness.southend.sch.uk directly or our temporary Assistant to the SENCo, Miss Carol Kemp at carolkemp@Shoeburyness.southend.sch.uk.



SENCo – Kate Williams



Assistant to the SENCo – Carol Kemp

1. How will my Child be supported through the school?

Transition from Key Stage 2 to Shoeburyness High School.

We have events organised by various subject areas to make transition to our school easier for all of our students. Our Science Department offers outreach sessions with our Primary Schools. Examples include activities at Hinguar Primary School (Science Week assemblies and demonstrations) and Thorpedene Primary School (whole school, Science Challenge Day with Years 1 to 6). We plan to expand these activities to our other multi academy trust schools. Some students from Thorpedene Primary School visit us on Friday afternoons to study Science as a reward.

Throughout the year, our SENCo communicates with the primary school SENCos and information about students with SEN/D is shared.

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.

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. If required, our LSAs will visit and shadow the LSAs in Primary School to gain information about how best to support particular students. In some cases, preparation begins in Year 5 or earlier.

2. 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 SEN. Early identification is a priority. To identify SEN children, subject teacher, and Progress Leaders (PLs) 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

Slow progress and low attainment does not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN. 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 of the primary feeder schools.

Screening tests such as group reading tests and group spelling tests also identify students who may require support with their literacy skills on entry.

Each curriculum area will undertake baseline assessments of each student on entry to indicate gaps in knowledge and/or skills.

Concerns may be raised by parents/carers, external agencies, teachers, learning support assistants or the student's previous school, regarding a student's level of progress or inclusion.

Students may ask for help.

Observation of the student may indicate that they have additional needs in one or more of the four broad areas of need.

3. 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, they should initially discuss these with their child's Progress Leader (PL). This then may result in a referral to the school SENCo, Miss Kate 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.

4. 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 Services for Adults, Children and Families (SHIP)
- Southend's Local Offer

The subject teacher or SENCo may also suggest additional ways of supporting their child's learning. 'My Child at School' has information on their child's homework.

If parents have questions about how to further support their child's learning, they can contact the Progress Leaders (PLs) or the SENCo.

How will the school support my child/young person?

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils 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. Our teachers have high expectations for all.

Our teachers:

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

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

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 also at events such as Parents' Evenings.

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

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

The SENCo and team of LSAs may use further assessment and/or observations to identify specific needs and inform provision. Examples include working memory testing, phonic screens and expressive/receptive language tests.

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

Attainments towards identified outcomes will be shared with parents during review meetings, through the school reporting system and Parents' Evenings. It is planned that parents will be able to access information about progress towards identified outcomes via the 'My Child at School' 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 Progress Leader 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.

Our SEN Governor is Miss Katie Howard.

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

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

- a) A strong Pastoral Team headed by an Assistant Head Teacher. The team includes Year Managers who are attached to year groups. They remain attached to their year group from when our students join us in year 7 until year 11. There is also a Year Manager for years 12 and 13.
- b) 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.
- c) Lunchtime and break time clubs are available.
- d) Student and Parent Voice mechanisms are in place and are monitored for effectiveness by the Governor with responsibility for this area.
- e) Small group and 1:1 intervention 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.
- f) Students who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- g) The school has gained Healthy School Status which evidences the work undertaken within the school to support students' well-being and mental health.
- h) We have a zero-tolerance to bullying.

7. Learning Support Assistants

We have a team of Learning Support Assistants (LSAs) supporting our students. All have received training in SEND and specific learning difficulties.

The LSAs help anyone who needs help, not just the students on the Special Educational Needs register.

Their aim is to promote independent learning.

The LSAs are attached to Departments. They move around the classroom helping everyone, prompting reluctant learners, asking questions to help the 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, giving feedback to teachers and lots of other things.

We have LSAs responsible for supporting certain individual students. They may meet with outside agencies and communicate directly with teachers and parents. Many of our SEND students have an allocated key LSA. The LSAs also have additional responsibilities for delivering interventions:

- a) English as an Additional Language
- b) Social and Emotional Difficulties
- c) Speech and Language/Social skills/Handwriting
- d) Reading Spellings
- e) Cogmed – Memory training
- f) LEXIA – computer programme to improve reading and spelling skills.
- g) Maths

8. Social and Emotional Difficulties

Students can be identified by Year Managers, LSAs, SENCo, as having difficulties within any of the areas of need. If it is deemed that this LSA intervention is inappropriate to the student's needs, then the student may be referred to the in-house counsellor or elsewhere with the permission and support of the parents/carer. Students are asked to complete a self-esteem questionnaire and depending on the outcome, they are given 1:1 or small group support so that they can discuss what issues are causing them problems and try to find a solution to overcome that problem. They are provided with a safe, private place to discuss any issues. They follow activities to improve their self-esteem and find appropriate ways of expressing their feelings. If it is deemed that the intervention is inappropriate to the student's needs, then the student may be referred to the in-house counsellors or elsewhere with the permission and support of the parent(s)/carers.

9. Speech and Language/Social skills

Students are identified by members of staff. Key LSAs have been trained by the Advisory Teacher for speech and language to assess and deliver an appropriate programme. Advice is sometimes sought from outreach teachers based at St Christopher's School who have trained key LSAs on social skills programmes.

Students referred for Speech and Language would work on language skills. Students referred for Social skills would work in groups to teach them how to

interact with others appropriately.

10. Handwriting

Students who are identified by members of staff complete a handwriting assessment to see where their issue lies e.g. - grip of pen, writing on/off the lines, letter formation. They then follow a structured handwriting programme that is made fun by including 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.

11. Reading

All year 7, 8 and 9 students are tested on their reading ability in September through an approved test and the results are converted to a standardised score. Any student whose standardised score is below 85 will be given reading intervention to encourage the student to read, enhance reading skills and improve their reading comprehension. At the end of the summer term all students are re-tested to see how much improvement they have made.

At home – parents can encourage their children to read to them. Take it in turns to read to make it more fun and model how a fluent reader sounds. Anything can be read, for example, a newspaper, magazine etc. then discuss with the child what they have read to help their understanding of the text. If a child gets stuck on a word, try to help them find a way to break it down.

12. Spellings

All year 7, 8, 9 and 10 students are tested in September through an approved spelling test and the results are converted to a standardised score. Any student whose standardised score is below 85 will be given spelling intervention, working through a structured spelling programme to improve their spelling ability. At the end of the summer term all students are re-tested to see how much improvement they have made

13. Differentiated Curriculum

In Shoeburyness High School we have two specialised academic pathways that deliver differentiated curriculums to meet the needs of some of our students. They are the Excel Pathway and the Achievement/Foundation Pathway.

We also have a Learning Resource Base (LRB) for those with significant physical disabilities. We have 18 places in this area for the whole school.



Andy Newman (Head of the Excel Pathway)

The Excel Pathway supports pupils with complex social and emotional needs across Years 7, 8 and 9. Excel promotes and develops positive learning behaviours in support of pupils accessing mainstream education. Pupils access mainstream classes in a small group of approximately 10 pupils per year group. Pupils will also access additional SEMH (Social, Emotional and Mental Health) lessons and activities to promote positive learning cycles.



Rachael Roberts (Head of Achievement)

The Achievement Pathway serves Years 7, 8 and 9. There are two groups in year 7, one in year 8 and one in year 9, with approximately 15 students in each group. Most groups are housed in our purpose-built Learning Resource Base (LRB), which accommodates students with a diverse range of learning needs. Some students with Education Health and Care Plans will join the pathway having been allocated a specific LRB placement when transitioning from KS2. (Please see criteria for LRB placement at the end of this document). The students' abilities are regularly reviewed and students may move across pathways.



Foundation: Key Stage 4
Laura Donoghue – Head of Foundation

When students reach Year 10 they will embark upon a different journey known as the Foundation Learning Tier. They study a 2 year course comprising of English, Maths and Science GCSEs, functional skills in English and Maths. In addition, a range of additional qualifications will be offered, dependent on the cohort, including Entry Level Certificates, BTECs in PE and Food Preparation and GCSEs such as Art and History. Qualifications are delivered to students by subject teachers from those departments, as appropriate. We aim to personalise learning in order to engage students and to ensure they fulfil their individual potential.

High importance is placed on English and Maths, as progression in these subjects gives students the skills and qualifications needed for the future and gives students more choice when progressing into Post 16 education. Individual Support Plans are used in Foundation to ensure students' needs are highlighted to all staff and that appropriate interventions and strategies are in place to support progress.

14. Shoeburyness Learning Resource Base

The Local Authority's Special Educational Needs Panel will consider students with Education Health and Care Plans (EHCP) for admission to the Learning Resource Base and will take into account the following criteria:

- a) Progress will be limited and cross most areas of development*
- b) They are likely to have a significant learning disability*
- c) They may have significant needs with self-help, personal care and independence skills*
- d) They may have medical, sensory or physical needs:*
- e) They may have significant nursing needs associated with their physical disability or medical conditions. Feeds, catheterisation or tracheotomy care, intensive daily health care input.*
- f) Students may have deteriorating and life-limiting medical and physical conditions requiring considerable physical and emotional support for themselves and their families.*
- g) Students may require assistance in relation to their mobility needs, having a low level of independence of mobility; others may develop independence of mobility e.g. through the use of electric wheelchairs*
- h) The curriculum to meet the provision described in students' statements /Education Health and Care Plans will include:*
 - i. A differentiated curriculum with modified level, pace and approach with access to structured literacy and numeracy programmes as part of delivery of the national curriculum;*
 - ii. Small group or individual teaching on a daily basis to ensure understanding and to assist in expressing views and to take account of additional difficulties;*

- iii. Support for practical activities and to assist mobility in class;
- iv. Materials to facilitate access to the curriculum
- v. Programmes and support to develop cognitive skills and reasoning
- vi. A high level of pastoral support to avoid undue distress and anxiety;

Some students will need emphasis on language, understanding, personal independence and literacy, numeracy and life skills work with:

- A. A consistent, structured environment with direct teaching.
- B. Core skills will be appropriately differentiated and different methods of delivery will be employed.
- C. Older students will require greater attention to work skills, personal and social goals and practical applications.

Specialist resources/equipment needed to meet students' identified needs:

- a. Access to ICT and specialist materials as required.
- b. Access to specialist advice from within school
- c. Access to high quality technical and curricular aids to extend skills and motivate students. Direct teaching schemes, specific specialist programmes for learning needs.
- d. Strong community and parent involvement and real life settings.
- e. Access to a withdrawal area and/or sensory room.
- f. Buildings that ensure safe mobility and access for students using a variety of equipment including wheelchairs and frames

15. 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 SEN/D 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 'Friends and Places Together', 'Chil' for Young Carers, The Information, Advice, and Support Service (formerly Parent Partnership) and SCOPE to support the EHCP process.

16. Support services for parents of students with SEN include:

Southend's Information, Advice and Support Service (SENDIASS) (formerly IASS) - is a 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: iass@southend.gov.uk

For Advice and information regarding the EHC processes please contact SENDIASS or IPSEA instead.
IPSEA website: <https://www.ipsea.org.uk/pages/category/education-health-and-care-plans>

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.

17. 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 plan. 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.

18. 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.

19. How accessible is the school environment?

Disabled parking spots are marked and located in the school car park on Caulfield Road near to the school reception.

We have toilets adapted for students and visitors with disabilities including a closomat toilet.

Some stairs, steps and ramps have edgings of a contrasting colour. Edging steps in a contrasting colour indicate where there is a change in level.

We have lifts installed in the school.

All windows have restrictors therefore, any windows which open out onto walkways do not present a hazard.

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.

20. 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 and the Careers Leader based in the school.

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. It also highlights how every school and academy should use the Gatsby Charitable Foundation's Benchmarks.

A full copy of these and our Careers strategy is published on the school website.

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 the details of SEN provision - including the full range of post-16 options and support available to children and young people with SEN 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.

Our Careers Advisor from Connexions attends the EHC Plan review meetings of Year 9 and 11 students. He has an interview with them before the annual review and if he is unable to attend the annual review he always submits a

report.

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 SEN/D and gave permission for information to be shared.

21. 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/>

The procedure has three stages, which must begin with the informal stage:

Informal: most concerns are easily resolved informally by discussion with staff at the relevant academy or with the SECAT Chief Executive officer (CEO) or Chair of Trustees if the concern is raised about MAT management; more difficult or complex concerns may take more than one discussion.

Formal complaint to the Headteacher of the member academy or academy committee: if you are unable to resolve the complaint you should write to the Headteacher of the appropriate academy detailing your complaint. If you are unable to resolve this, you can make a formal complaint to the academy committee (AC) of that academy.

Formal complaint to the CEO of SECAT: After careful attempts have been made to resolve the matter informally or formally with the relevant Headteacher or academy committee a complaint can be made in writing to the CEO of SECAT. If you are still unable to resolve the issue you can make a formal complaint to the Chair of SECAT trustees.

Parents and carers who are unhappy with the Local Authority or school's responses to their child's SEND, may seek mediation from the SEN 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. Mediation must be considered before most types of cases can be brought to the Special

Educational Needs and Disability ("SEND") Tribunal. Tel no: 020 8441355
website: <http://www.globalmediation.co.uk/>

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.

Contact Independent Parental Special Education Advice (IPSEA) for support and further advice.

22. 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 pupil 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.