

Shoeburyness High School

A member of Southend East Community Academy Trust

SEN INFORMATION REPORT for 2020-2021

Reviewed and Updated
February 2021

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/>

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 at kwilliams@shoeburyness.southend.sch.uk directly or our Assistant to the SENCO, Carol Kemp at ckemp@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. Throughout the year, our SENCO communicates with the primary school SENCOs and information about students with SEN/D is shared. This is used to develop an Individual Support Plan (ISP) for your child.

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.

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 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).

Slow progress and low attainment does not necessarily mean that a child has SEN and will not automatically lead to a student being recorded as having SEN. The SENCO obtains information about students with special educational needs by communicating with the SENCOs of the primary feeder schools.

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.

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 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.

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. 'EduLink' has information on their child's homework.

If parents have questions about how to further support their child's learning, they can contact the AYL or the SENCO.

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. 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

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, AYLs 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.

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. 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.

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 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.

7. Learning Support Assistants

Learning support assistant have a valuable role in supporting students. They work within classes with specific students. They are understanding of the needs

of students and support with the provisions identified that need to be in place to support access to learning.

8. Social and Emotional Difficulties

Students can be identified by Year Managers, LSAs, SENCO, as having difficulties within any of the areas of need. 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/carer. They are provided with a safe, private place to discuss any issues.

9. Speech and Language/Social skills

Advice is sought as appropriate from outreach teachers based at other schools.

10. Differentiated Curriculum

Teachers plan using students' achievement levels, and by differentiating tasks based on the specification on student's ISP's to ensure progress for every student in the classroom.

When a student has been identified as having special educational needs, 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. They may also 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.

11. Shoeburyness Learning Resource Base

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.

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

12. 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 as appropriate.

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

Southend's Information, Advice and Support Service (IASS) - formerly Parent Partnership Service (PPS) 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

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.

14. 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.

15. How will my child be included in activities outside the classroom including school trips?

Please see the school's Trips and Visits policy.

16. 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.

17. 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.

18. 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.

19. 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.