

SEND Report 2021



Welcome to the SEND department at Southchurch High School. Ian Benson is the SENDCo, supported by Kay Tuite (Assistant SENDCo) and a dedicated team of Learning Support Assistants.

You can contact Mr Benson on 01702 900 777 (ext. 205010) or Miss Tuite on 01702 900 777 (ext. 205020)

At Southchurch High School we have a varied cohort, with 106 students on the SEND register. The percentage of the school on SEND support is 11.4%, which is lower than both the national average (12.1%), and the Southend average (12.4%).

We support students with SEND in the four broad areas:

1. Communication and interaction: 50/106 = 47%
2. Cognition and learning: 83/106 = 81%
3. Social, emotional, and mental health: 67/106 = 63%
4. Sensory and/or physical: 17/106 = 16%

Year Group	SEND Support	EHCP
Year 7	28	4
Year 8	14	2
Year 9	16	2
Year 10	22	6
Year 11	9	1
TOTAL	89	15

Students who have SEND as well as being a child looked after are closely monitored by the SENDCO and the CLA co-ordinator, as well as the social workers and the virtual school for Children Looked After. PEP meetings are held once a term whereby the child's progress, attendance, attainment, behaviour, and achievements are discussed. A Looked After Child Meeting is also held twice a year. Consistent communication is held between the professionals involved with the child. Staff are made aware of these students and highlight any concerns immediately to Miss Tuite or Mr Benson. The support that is implemented is bespoke to the child's needs.

At Southchurch High School, students are assessed half-termly. From this information and through consultation with students, their parents, and Head of Year, a decision is made whether a student needs additional support. We use a range of assessment data e.g., relevant family/medical history, student Profiles, Teacher Assessments, Screening Tests, ASP, Learning Support Assistant assessments, reading/spelling/ phonological awareness tests; learning observations and a range of diagnostic tests are used, as appropriate

Additional support is provided in a number of ways, depending on the individual needs of the student. As a school, we provide in-class support, interventions including the LEAP (Literacy programme) and NEAP (Numeracy programme), as well as further targeted support for students with more complex needs. Students with SEND also receive bespoke careers advice. As a school, we also run a homework club, social clubs during break and lunch time.

Students who receive additional support are monitored and reviewed throughout the year. We use the 'Assess, Plan, Do, Review' approach which consistently monitors the support your child is receiving. The students are consulted and their views are recorded. This information is then shared with the student,



parents/carer, and the student's teachers via coffee mornings, parent's evenings, and meetings. We regularly complete student surveys as well as ask for feedback from parents so that we can continue to improve and adapt the effectiveness of the provision provided. The SENDCO regularly meets with pastoral staff as well as Heads of subject areas to discuss the impact of provision for individual students and adapts where necessary.

All students at Southchurch High School have quality first teaching and for those who require additional support, the class teacher and the SENDCO work closely together to ensure strategies and further information is shared. Some students are supported within our middle band stream, which is a small group (15) and are supported by an LSA in some lessons, with a focus on core subjects. Additional information is shared electronically and through staff meetings/briefings about students learning or other needs such as SEMH or SLCN and is consistently available to all members of staff.

The SEND department, as well as the pastoral support team, regularly liaise with each other to have a holistic approach around the child. We also work together to regularly source support from outside agencies. The outside agencies we continue to work with and implement include the EHFA team which support with Early Help for the family as well as access any support in the local authority, for example, the Educational Psychologist. We also work closely with the Emotional Wellbeing Mental Health Service, PLT, and other schemes in the local area (please find the link to the SHIP website for further information).

Through staff working together and communicating, we can monitor the progress of students and put measures in place to prevent any issues, for example, bullying. The school has an anti-bullying policy which states that bullying will not be tolerated and dealt with as a matter of priority.

On transition into Southchurch High School there is close liaison with our surrounding Primary schools, whereby information is shared. We recognise the importance of a smooth transition, and plans are made accordingly to the individual needs of each student. Students who may need more support through transition have the opportunity to have extra visits to the school, attend a summer school, as well as form relationships with staff prior to beginning in September.

The transition to further education is equally as important, and we are in liaison with providers to support students through this process. This includes support with applications and interviews. Students with SEND are also supported with bespoke careers advice during this time whereby preparation for life outside of the school setting is the focus.

All staff at Southchurch High School receive training led by the SENDCO and this is a regular part of the professional development training programme. We also have outside agencies come in to support. The professional development training programme includes the following: ASD, ADHD/ODD, effective strategies for individual students, ways to support students to access the curriculum, EAL, modelling, use of LSA as well as outside agency training support, for example, support from special schools. This programme is adapted and implemented depending on the needs of the students.

Needs		Support	Criteria
Communication and Interaction Needs	Autistic Spectrum Disorders	<ul style="list-style-type: none"> • Access specialist teaching advice from the St. Christopher School • Social stories • Individual visual timetable • Calm and safe environment for calming down • Key LSA/Mentor • Education Psychology Service • Use of time-out cards • Social Skills group 	<ul style="list-style-type: none"> • Concerns raised at previous setting – difficulty in coping with the learning environment, lack of progress in terms of social skills • Concerns raised/referral made by current staff about a consistent lack of progress/attainment • Student identified as having a social communication difficulty and is on the SEND register • Early Help Family Support assessment [EHFSA]
	Speech, Language and Communication needs	<ul style="list-style-type: none"> • Access to Speech and Language specialist 	<ul style="list-style-type: none"> • Concerns raised by staff member: difficulties expressing oneself, possible lack of understanding instructions • Difficulties with social interaction
Cognition and Learning Needs	Moderate Learning Needs	<ul style="list-style-type: none"> • Screening programme to identify those who need targeted support • Interventions – small group and individual • Educational Psychology Service • LEAP and NEAP programme 	<ul style="list-style-type: none"> • Concerns raised/identified at Primary School • Student screened and tested and their reading age is found to be 2 years below their chronological age • Students with an Education, Health Care Plan (EHP)
	Specific Learning Needs	<ul style="list-style-type: none"> • Screening programme and further assessment to devise a bespoke programme of study • Access to specialist teachers • Education Psychology Service • Specialised programmes that develop co-ordination; gross and fine motor skills • In class support 	<ul style="list-style-type: none"> • Weakness identified in specific areas by staff • Confirmed diagnosis of specific learning difficulty
Social, Emotional, and Mental Health difficulties	Social needs	<ul style="list-style-type: none"> • Social Skills group • Student Support Team • Access to Parallel Learning Trust Support 	<ul style="list-style-type: none"> • Inability to maintain friendships or relate appropriately to peers • Self-esteem issues • Behavioural issues and pastoral issues identified and raised as a concern
	Emotional and Mental Health difficulties	<ul style="list-style-type: none"> • Educational Psychology service • Emotional Wellbeing Mental Health Service (EWMHS formerly CAMHS) • Access to school Nurse 	<ul style="list-style-type: none"> • Referral made to the SEN or student support team • Identified via Early Help Family Support Assessment (EHFSA) • Confirmed diagnosis of a specific mental health condition
Sensory and Physical needs	Hearing Impairment	<ul style="list-style-type: none"> • Access to hearing impairment specialist • Educational Psychology Service 	<ul style="list-style-type: none"> • Registered with GP as having Hearing Impairment • Hearing impairment support (Kingsdown)
	Visual Impairment	<ul style="list-style-type: none"> • Visual Impairment Specialist via Kingsdown Special School • Physical Environment Audit 	<ul style="list-style-type: none"> • Registered with GP as having Visual Impairment
	Multi-Sensory Impairment	<ul style="list-style-type: none"> • Risk assessment and individualised support 	



Needs	Support	Criteria
Medical needs	<ul style="list-style-type: none"> • Specialist support • Access to specialist nurses • Access to school nurse • Care plan • Medical room • Secure storage for medication • Health care plans 	

At Southchurch High School, we encourage and welcome students with additional needs to play an active role in extra-curricular activities, including sports and leadership roles. Students with SEND are provided with the opportunity to be a part of extracurricular activities within school, including student leadership team, and representing the school in several events such as sports games or college competitions. Students with SEND are encouraged to be involved in activities outside of the classroom.

Risk assessments as well as other support is provided for relevant students with SEND when attending trips or other residential activities. The school implements a clear complaints policy and procedure. If there is a complaint regarding the provision for a student with SEND, please contact the SENDCO Mr Benson in the first instance, whereby we will aim to resolve the issue. If you remain unsatisfied by the action taken, please refer your complaint to the Headteacher.

Frequently Asked Questions	In addition to the normal school reporting process...
How will I know how my child is doing?	All parents have the opportunity to attend parents' evening to discuss their child's progress. All students receive progress reports every term. Parents are also welcome to make an appointment to meet their class teachers, Head of Year, and SENDCO to discuss. All students are set homework and parents are strongly encouraged to support their children in completing this. Invitations are sent to parents to discuss student passports which are implemented in the school.
How well does the school know how well my child is doing?	All our students are carefully monitored against curriculum levels. All students access quality first teaching. Any child who is not making expected progress is discussed at regular subject department meetings. Some students will then access group support to try to close the gap. If the lack of expected progress continues to cause concern, the Head of Year and SENDCo may decide further analysis of difficulties is necessary. The SEND department will regularly monitor progress via the School Information Management System (SIMS) and other data available.
How will the curriculum be matched to my child's needs?	Our curriculum is balanced, broad, and creative. All students have access to the curriculum except in exceptional circumstances. All our staff are highly competent in making tasks appropriate for the children. In every class, work will be adapted but covering the same content and, in some instances, this will be a personalised curriculum. Students with Passports may have a wider range of in-class support items to use and access to the SEND Learning Support Assistants more readily available e.g. by setting them off on activities on a 1:1 basis. We make all learning as multi-sensory as possible which benefits all students.
What are the school's approaches to differentiation?	All class teachers are responsible for the progress and well-being of SEND students in their class. We consider quality first teaching, through differentiation, the primary strategy to ensure access for all. If a Passport is in place, interventions become personalised and highly targeted. We have specialist SEND Learning Support Assistants who work with students with specific SEND.