



Southchurch High School





Welcome to SEND

2022 – 2023

Our SEND Information Report

This report explains how SEND works at our school, and is written for students, parents and staff.

Our school SEND Policy can be found through this link:

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This booklet uses the term “parents” to mean anyone who has parental responsibility.



Meet the SEND Team

The SEND Leadership Team is made up of:

- Mrs A. Grover, the Head of SEND agrover@southchurchschool.com
- Mrs C. Friday, the Deputy Head of SEND cfriday@southchurchschool.com
- Miss K. Tuite, Access Arrangement Co-ordinator ktuite@southchurchschool.com
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In our SEND Team, we also have:

- Mrs K. Beeney, the SEND Administrator kbeeney@southchurchschool.com
- SEND LSAs LSA@southchurchschool.com
 - Mrs K. Clark
 - Mrs L. Gabriel
 - Mrs L. Matthews
 - Ms L. Rawlinson
 - Mrs M. Sykes
 - Miss J. Vincent
 - Miss A. Clark
 - Mrs C. Samuels
 - Miss H. Marks
 - Miss C. Merritt

Our SEND Governor is Ruth Baker.

RBaker@southchurchschool.com

School Contact Details:

Southchurch High School

Southchurch Boulevard

Southend-on-Sea

SS2 4XA

Tel. 01702-900777

Our Vision Statement

The aims of our SEND Department are:

- To work in partnership with parents to support students with SEND in overcoming their barriers to learning
- To ensure that all students with SEND have access to a broad, balanced and relevant curriculum
- To provide learning opportunities that are accessible and appropriate to the needs and abilities of students with SEND
- To ensure the identification of students requiring SEND provision as early as possible in their school career
- To ensure that students with SEND take as full a part as possible in all school activities
- To ensure that parents of students with SEND are kept informed of their child's progress and attainment
- To ensure that students with SEND are involved in decisions affecting their SEND provision.

What is SEND?



A student has SEND if they have a **learning difficulty or disability** that we need to make **special provision** for.

Some key terms explained:

- **Learning Difficulty:** When a student finds it harder to learn than most students do.
- **Disability (that we need to make special provision for):** Something that hinders a student from using our school facilities.
- **Special provision:** Support that is additional to or different to what is typically provided at school.

What are our ambitions for students who have SEND?

We are ambitious for all our students with SEND. We want them to make excellent progress so that they will be able to know more, remember more and do more.

We want them to have the knowledge and skills needed for adult life, so we try to think about the long term as well as the short term.

In the long term, we want our students with SEND to:

- have outstanding basic skills (especially in English and maths)
- have superb social skills
- thrive in the workplace
- live a happy, healthy and independent life.



What are the types of SEND?



We follow government guidelines from the SEND Code of Practice. These guidelines split SEND into four categories:

1. Cognition and Learning (C&L), including:

- Dyslexia & dyscalculia;
- Focus, attention or memory difficulties.

2. Communication and Interaction (C&I), including:

- Autism;
- Social communication difficulties (other than autism);
- Speech & language difficulties (e.g., receptive language difficulties, selective mutism).

3. Social, Emotional Mental Health (SEMH), including:

- ADHD;
- Anxiety;
- Emotional and/or behavioural dysregulation.

4. Physical / Sensory needs, including:

- Physical needs (e.g., cerebral palsy, dyspraxia);
- Hearing impairment;
- Visual impairment.

We welcome students with any of the above needs who have applied for a place via our normal admission process. This includes students who have more than one type of SEND.

If a student has complex needs, we consider admissions on a case-by-case basis (through an Education, Health and Care Plan (EHCP) consultation). Please contact our SEND Leadership Team to discuss this.

How do we decide whether a student has SEND?



Teachers continuously assess students' learning, progress and attainment through in-class work, homework and Assessment Point (AP) tests. We also consider a student's social skills and/or behaviour by looking at Class Charts and other school records.

Some parents give us extra information to help us make decisions. For example, this could be a hospital report, or an autism diagnosis letter.

Sometimes our assessment process can be rapid. However, sometimes SEND only becomes clear when we assess a student over a longer period. Sometimes, we ask outside experts such as an Educational Psychologist to assess students.

When we assess, we look for:

- Any students who are making slower progress than their peers despite the teachers' support in class;
- Any students who are making less progress than they did before despite the teachers' support in class;
- Any students who are making slower progress than expected in relation to their targets despite the teachers' support in class.

Is it always SEND?

Limited progress does not always mean a student has SEND. When we assess whether a student has SEND we also consider whether other issues may have hindered progress, such as:

- Low attendance
- Home issues (e.g., bereavement)
- Social issues (e.g., friendships)

Often we address slow progress via adjustments to what we already offer, without needing SEND provision.

A student does not have SEND just because English is not their first language (although they could have SEND as well).



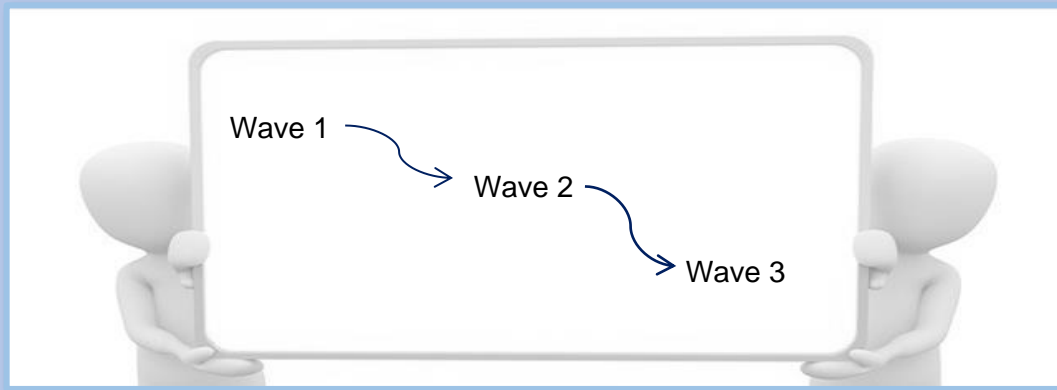
How do we meet students' needs?

The support needs of our SEND students are very varied. Typically, the higher the need, the more actions we take. For less severe SEND, we might only need two or three small adjustments.

We match the level of support to the student's level of need. This matching is called our graduated response. The levels of support are often called waves of support and there are three waves of support:

- Wave 1: Support and opportunities for every student.
- Wave 2: Support and opportunities for students where there are some learning concerns.
- Wave 3: SEND support for students to meet their individual needs.

Teachers and support staff all work at all levels of support.



Wave 1

This is quality teaching led by the class teacher. It includes:

- Staff who are ambitious for all their students.
- Well planned lessons that are differentiated (adjusted) to engage all students.
- Grouping students based on ability (sets) in key subjects so that every student gets the best level of challenge in their lessons.
- Regular assessment by teachers so that they know when to move on and what to teach next.

- Behaviour and reward systems that set high standards.
- Homework to reinforce and stretch student learning.

Wave 2

This is for students who need extra support with their learning. For example:

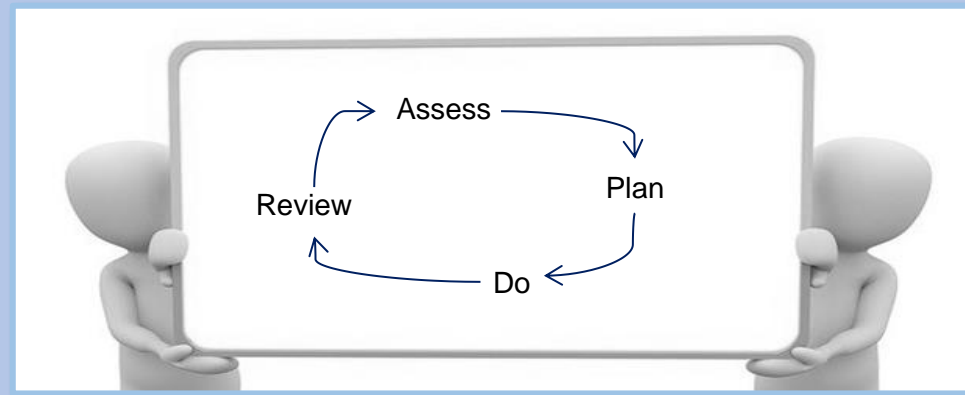
- Teachers using individualised strategies to support specific learners in class in a more personalised way.
- English or Maths booster sessions.
- After school subject interventions with subject-specialist teachers.
- Extra teacher or support staff time in lessons.

Wave 3

This means personalised SEND interventions. For example:

- Small group interventions focusing on specific areas of concern such as handwriting; emotional resilience.
- Access to the Learning Hub (a calm space with personalised LSA support).
- Person-centred plans (e.g., SEND Learning Passport; SEND Behaviour Support Plan).

Assess, Plan, Do, Review



All our SEND support fits into a four-part cycle called Assess, Plan, Do, Review.

- Assess: We establish what the student's needs are.
- Plan: We set targets and agree how we will support the student to meet them.
- Do: Everyone follows the plans we've agreed.
- Review: We look at how successful the plans were. We then agree on next steps.

There are at least two cycles per year, depending on students' needs.

Targets for Students with SEND

We set targets for students with SEND so that staff, parents and students know what we are all working towards. These targets form part of the student's SEND Support Plan.

We often call these SMART targets:

- **Specific:** We say exactly what the next small step is for the student.
- **Measurable:** We say how we know if the student has met their target.
- **Achievable:** We have big ambitions for the student, but it must be achievable.
- **Relevant:** We link it to the student's needs or what they need to overcome.
- **Time bound:** Targets are for one term.

Examples of Specific Targets

Specific targets say what the student will be able to do. We avoid words that are vague. Instead, we use action words to set targets (read, write, use etc).



- Sam will learn his 3-, 6- and 9-times tables.
- Sam will understand that non-verbal communication can convey meaning (e.g., gesture, tone of voice).
- Sam will use calming strategies to self sooth when he is anxious in class.
- Sam will visit the college and choose the course(s) to apply for ahead of Y12.

Parent Involvement

Parents are crucial to each student's success:

- Parents' knowledge helps us to get a shared view of a student's needs.
- Parents tell us what works well at home (these approaches can help us adjust school life).
- Parents are invited to attend SEND Reviews so their student's progress is reviewed as a team.
- Parents use ideas from school to help the student at home.
- Parents are just as ambitious for their young person as we are.



When we think a student might have SEND, we discuss this with parents. This is so that we can:

- Listen to the parent's views;
- Discuss what the next steps might be (this might include setting targets);
- Agree some longer-term goals (we refer to these as outcomes).

Excellent teamwork between home and school is vital to the student's long-term success.

Co-Production

The word co-production means parents being a key part of planning SEND support and provision.

Co-production is really important to us. Parents help by coming to SEND reviews and giving their input or by keeping us up to date on any changes in their student's life.



Parent Support



SENDIASS

SENDIASS is an independent team that provides advice and support for parents. Their service is free and help can include:

- Details of local support groups.
- Advice on SEND laws.
- Help to prepare for meetings.
- Help to solve disputes.

Parents get in touch themselves. The service is also free for students aged 16+, who can ask for support directly from SENDIASS for all of the above issues.

- Tel: 01702 215499
- Email: iass@southend.gov.uk
- Web: www.sendiasssouthend.co.uk

Apart from English, their key leaflets are available in the ten most spoken languages in Southend schools:

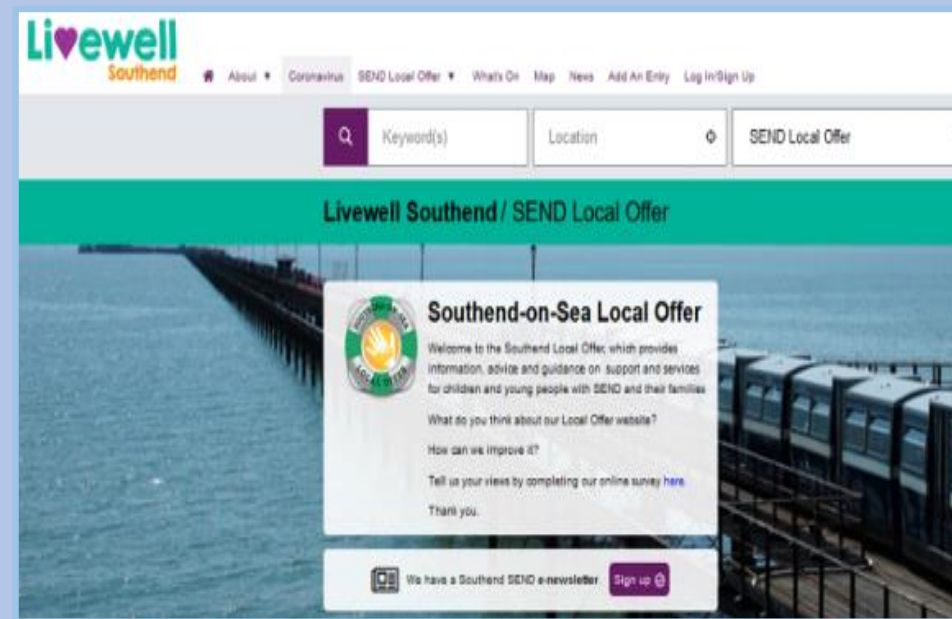
- European: Albanian, Czech, Polish, Portuguese, Romanian
- Asian: Bengali, Chinese (simplified font), Malay, Tamil, Urdu



The Local Offer: <https://livewellsouthend.com/kb5/southendonseadirectory/localoffer.page>

The Local Offer is a website that is written for parents and families. It helps parents and families know 'what is out there' for youngsters with SEND in our local area. It includes:

- Support services
- Health services (e.g., contacts for the NHS Speech and Language Team)
- Special schools
- Leisure activities (e.g., SEN sports clubs)
- Contacts for SEN charities



Supporting Students with SEND in the Classroom

Every teacher is a teacher of SEND. Teachers will:



- Be accountable for the progress of every student they teach, including those who have SEN support.
- Provide excellent differentiated teaching as the key aspect of our SEND support.
- Make lessons accessible for every student.
- Use assessment to plan accessible lessons.
- Follow provision set out in students' SEND Learning Passports.
- Follow advice from the SEND Leadership Team and any support services.

What do support staff (e.g., Learning Support Assistants) do for SEND students?

Support staff, including Learning Support Assistants (LSAs), are a key part of our team. They support students in lessons as well as facilitating SEND programmes outside the classroom. Their SEND work is wide ranging. To help every student achieve their best, all support staff can access any student's SEND Learning Passport.



How do we grow our staff SEND expertise?

We use training to keep up to date and enhance our SEND knowledge and skills. To train and develop our team, we use:



- Staff meeting and INSET day training
- Staff supporting each other
- Online courses and evidence

This training is led by the school's Teaching and Learning Team, the SEND Leadership Team and others within the school. We also use external trainers so that our staff benefit from a broad range of specialist expertise.

What training have our staff had?

We always want to learn more about SEND. Sometimes staff members attend courses to train on a specific topic (e.g., Safeguarding Students with SEND). This knowledge is then shared across staff. At other times, the whole staff join together to train on one topic.

Can we access specialist help?

Yes. Some students have needs that are very specific or complex. Therefore, we work with support services and external agencies to benefit from specialist advice.

Examples of support Services we work with include:

- Educational Psychology Service (EPS)
- CAMHS
- Inclusion Team
- Autism Service
- Behaviour Outreach Support Service
- Deaf and HI Team / VI Team
- Education & Welfare
- Early Help
- Virtual School



For most students, school meets their SEND without needing support service advice. This is because our staff have training and skills to **adapt classrooms and lessons** to meet their needs.

If we think we need extra advice from a SEND support service, we discuss this with the student's parent. The parent makes the final decision.

Support services advise the SEND Leadership Team and our teachers. Teachers make sure advice is followed and the SEND Leadership Team monitors this.

Transition

Joining Us from Primary School

When a child has an EHCP, we know of them via the local authority consulting us for a school place. For other children with SEND, primary school staff (via the Y6 teacher or SENDCo) alert our SEND Department to any SEND.

Our inclusive transition work includes features that help many SEND children:

- Y6 children have tours and summer school before starting in Year 7.
- We place Y6 children in form groups that take into account existing friendships.
- We visit each primary school where three or more of their children are joining us.

What extra do we provide for Y6 children with SEND?

- Children with SEND, or their parents, can ask for extra visits if needed.
- We talk to the primary school's SENDCo to find out about the child's SEND.
- We aim to attend all summer term SEND reviews for pupils with an EHCP.
- We provide teachers and key staff with the child's SEND information before they start with us.

Parents whose child will be joining us are always welcome to contact our SEND Leadership Team to discuss their child's SEND. Please email us to arrange a meeting.

Joining us from another school during Y7 - 11

We contact the student's current school to get information. One of our SEND team will also contact parents to introduce ourselves. We then plan the transition based on the student's individual needs.

We ask the current school about any safeguarding issues before the student joins us. This is a normal approach in schools (safeguarding a child is a valid reason to share private information).

Leaving Us

Transition to Y12 is normally led by the student's sixth form or college. Parents should look on their website SEND page for more information about this.

We link with the next school or college to pass on SEND information. For those with the greatest needs, we sometimes support extra visits or offer pastoral time so that students can talk about any worries they may have.

If students leave us during Y7 – Y11 (e.g. due to moving house), our school will work with the new school. Transition arrangements will depend on how long we have before the move as well as the nature of the student's SEND. If parents are thinking of moving, it is helpful if they can get in touch with the SEND Leadership Team early so that if plans are needed, these can be arranged as soon as possible.

Buildings and Equipment

We are located on Southchurch Boulevard in Southend-on-Sea.

On site there are two separate buildings:

- The main school comprising of A block (two floors: classrooms on ground floor and upper floor) and C block (two floors: classrooms on ground floor, offices on upper floor)
- The English block (one floor: classrooms on ground floor)

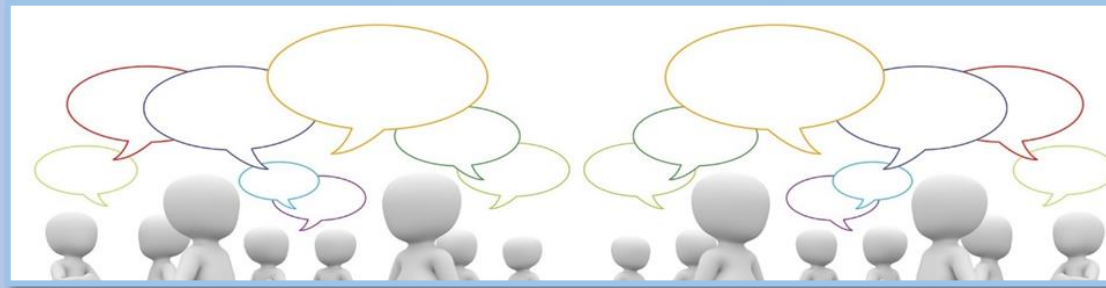
Both buildings have step free access from the outside. A block and C block both have lift access to the upper floor

The outside areas are all accessed via level paths or ramps. Fences and an intercom on our main entrance help to keep students safe.

SEND Equipment

The SEND Department provides equipment including laptop computers to support the learning of students with SEND with specific needs such as dyslexia. We do not ask parents to pay for essential SEND items from their own money. Parents and/or students who need specific equipment to support their learning are able to contact the SEND Leadership Team to discuss how we can meet these needs.





Your Questions Answered

1. Does a student need a diagnosis in order to have SEND?

No. Some students do have a diagnosis (e.g., autism, ADHD), but we can address a student's SEND even if they don't have a diagnosis.

We know that families often want a diagnosis so that they can be sure what is going on for their student but, it's also important that we help the student as soon as we can – so we don't need to wait for a diagnosis to make adjustments for a student.

2. What is an EHCP?

EHCP is short for Education, Health and Care Plan. This is like a contract between a local council, school and parents.

Most students' SEND can be met without an EHCP - we use our SEND funding to help with this. A small number of students with more complex SEND have an EHCP (about 2% of all students). Some EHCP students are in special schools and some are in mainstream schools like ours.

More information on EHCPs can be found on the Local Offer website, or you can discuss this with our SEND Leadership Team.

3. Are emotional difficulties always SEND?

No.

Many students have time when their mood changes (e.g., as parents split up, the death of a family member, exam stress). Such short-term distress is rarely SEND. Nevertheless, our Student Support staff can offer emotional support at school.

Some experiences do lead to longer term emotional or mental health issues. If so, it might be that the difficulties do become a SEND because we need to make SEND provision that's extra to our usual pastoral support.

4. What support is available for social and emotional needs?

We know that students need to feel happy and secure in order to meet their potential.

If a student displays challenging behaviour, we try to find the causes and then adapt so things can improve rapidly. We also expect that the student and their parents will work with us to make rapid change.

If needed, we work with parents to identify the needs of the family as a whole. This may involve assisting parents to access support from an outside agency such as Early Help.

Some students need specialist help. For these students we may talk to parent about a referral to the Children and Adolescent Mental Health Service (CAMHS). This is an NHS team of mental health experts.

We also have:

- PSHE teaching in Years 7 – 9 including Assemblies, covering a range of social and wellbeing themes.
- Clear systems for managing behaviour and rewards.
- Staff who offer pastoral support.
- Learning Passports and Behaviour Support Plans that allow us to set individual targets for the small number of students who need extra focus and monitoring.

5. Can students have adjustments to exams?

Yes – adjustments to exams are called “access arrangements.” Staff and the SEND Leadership Team identify students who will need access arrangements for their GCSE exams. We follow guidelines from the exam boards and must take into account the students ‘normal way of working.’

The adjustments also apply to internal exams and can include:

- A reader or computer reader
- Extra time
- Scribe and/or the use of a word processor

SEND and Children who are “Looked after”

CLA stands for Children who are “looked after”.

For our pupils who are CLA and have SEND, we:

- Monitor progress through a termly Personal Education Plan (PEP).
- As often as we can, schedule PEP meetings at the same time as SEND meetings so that PEPs and SEND plans are joined up.
- Work well with CLA support services (e.g. social workers, Virtual School Headteacher).
- Make sure CLA pupils with SEND can join in extra activities, by making extra arrangements such as:
 - Permission from both a social worker and carer to allow them to go on a residential.
 - Liaising with carers and taxi drivers so that a pupil is collected early and gets to school in time for the trip leaving at 7.45am.
- Give CLA equal access to SEND provision (i.e., no less than they’ would get if not CLA).
- Support staff to understand the effects of loss or separation from birth families.
- Know that SEND can make it even harder for some CLA children to trust adults, and how we might overcome this.
- Have big ambitions and the highest aspirations for our pupils who are CLA and SEND.

Complaints about SEND

We hope that every student with SEND thrives. But, if a parent does have concerns, they should raise it with the form teacher, teacher involved in the issue or the SEND Leadership Team.

Our full complaints policy is on our website:

Exclusions

We reduce the risk of exclusions by having high standards of behaviour and making adjustments to make school life inclusive. However, you can find out more about exclusions in our Behaviour Policy. This is on the policies page of our website:

Where to find more SEND Information

Please visit our website to read our other policies that link to SEND, including our:

SEND Policy

Accessibility Policy

Anti-bullying Approaches

Behaviour Policy

If you need paper versions please ask at the main office.

SEND Laws and Guidance

If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice

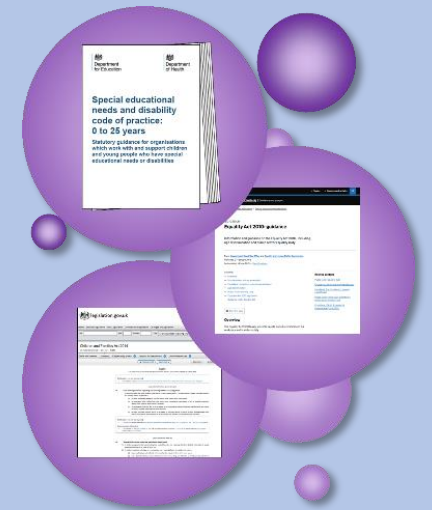
- This is the Government's SEND rulebook. You can find it [here](#).

Equality Act

- This 2010 law sets out our duties to make reasonable adjustments for those who have disabilities. It protects people from discrimination. Find out more [here](#).

The Children & Families Act

- This 2014 law outlines our duties for students with SEND. You can find it [here](#) (p.21 onwards).



Evaluating our SEND Policy

Our Head of SEND & Leadership Team evaluate our policy. They use five ways to judge how well our SEND policy is working:

- Monitoring the progress and results of students.
- Monitoring how well students with SEND meet their targets.
- Regular reviews of interventions with staff.
- Leadership team visits to observe lessons and monitor student's work.
- Listening to the views of students, parents and staff.

Reviewing this Booklet

Our SEND Leadership Team reviews this policy booklet every 12 months. Our governors then approve it or request any changes.

Version Information

Last updated: May 2023
Updated by: Mrs Grover, SENDCo
Approved by: Governing Body
Next update: January 2024

*“Keep on climbing,
there’s space for you at the top.”*
