

Southchurch High School  
SEND Information Report  
January 2024





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## Meet the SEND Team

Name	Role	Contact Email
Mrs A. Grover	SENDCo	agrover@southchurchschool.com
Mrs C. Friday	Deputy SENDCo	cfriday@southchurchschool.com
Miss K. Tuite	Exam Access Arrangement Co-Ordinator	ktuite@southchurchschool.com
Mrs K. Beeney	SEND Administrator	kbeeney@southchurchschool.com



## Identifying Need

Early identification of Special Educational Needs and Disabilities (SEND) needs are key and therefore all teachers are responsible for identifying when a student may fall in to this category. Teachers, Subject Leaders and Heads of Year continuously monitor a students progress and therefore identify any student making less than expected progress in school.

This can be identified as students who are:

- Making slower progress than their peers who have started at the same baseline
- Making less progress than previously
- Making slower progress than expected in relation to their targets

Limited progress does not always mean that a student has SEND. When we assess whether a student has SEND we also consider whether external factors may have had an impact on progress, for example:

- Low attendance
- Difficulties at home (such as bereavement)
- Social issues (such as friendships)

We support students in school with a range of SEND in school, which we categorise, under the SEN Code of Practice in to four broad areas of need:

- Communication and Interaction (e.g. Autism Spectrum Conditions, Speech, Language and Communication Needs)
- Cognition and Learning (e.g. Dyslexia, Dyscalculia)
- Social, Emotional and Mental Health Difficulties (e.g. Attention Deficit Hyperactivity Disorder (ADHD), anxiety)
- Sensory and/ or Physical Needs (e.g. Hearing Impairment, Visual Impairment)

If you have concerns relating to your child's learning, then we ask that you raise this with their Head of Year in the first instance, this may result in a referral to the SENDCo.

You may also contact the SEND Team directly if you feel this would be more appropriate.



# Teaching Pupils with SEND

## **Quality First Teaching**

Quality first teaching is our priority. All of the student in our school, including our SEND students receive quality first teaching, which ensures that all students are able to make progress. If it is necessary, teachers will make adaptations to their teaching, to ensure that all students are able to access the learning. All teachers are provided with a students SEND- Pupil Passport which contains the students targets, as well as being provided with the students Support Strategy Card which gives the teacher important information about the student, as well as strategies to support them. The SEND team regularly visit lessons and review the support that we provide. There is a regular programme of staff training which focuses on effective teaching for students with SEND.

## **Interventions**

If additional interventions are required to support learning in the classroom, these are implemented in discussion with the class teacher. We have a range of interventions in school which support our students learning and help them to achieve their full potential.

## **Learning Support Assistants (LSA)**

Our LSA team works with a range of students across our school. They work closely with teaching staff to support students with SEND in lessons, as well as delivering some of our intervention programmes. We have regular CPD sessions for our support staff to ensure that they are able to effectively support students within our school.

## **Exam Access Arrangements**

Some of our students will require extra support in their exams. For example; extra time, a reader, a scribe, use of a laptop. The school follows the JCQ regulations and therefore medical evidence or specialist assessment may be required before arrangements can be made.

## **Involving External Agencies**

It may sometimes become necessary to seek advice from external agencies, these may be:

- The Educational Psychology Service
- The Inclusion Team
- CAMHS
- Specialist teachers



# Assessing Progress

## Progress in Class

All students are given a target grade and their attainment is tracked using our who school systems of formative assessments in class and Assessment Point tests, at key points throughout the year. Parents are kept informed of progress through reports and Parents Evenings.

Students who are not making the expected progress are identified quickly. The SENDCo works closely with the assessment lead, Head's of Year and Head's of Department to monitor progress of students. In some instances the SEND team may undertake further assessments or seek advice from outside agencies.

## Pupil Passports

If a child is receiving SEND support, they will have a Pupil Passport, which contains targets that align to their needs. These targets have been written with the students and are reviewed in October and May by the student and their form tutor. This is monitored by the SEND team and any concerns regarding progress towards targets are discussed. When assessing a student's progress towards their targets we use the graduated approach and the four-part cycle of assess, plan, do, review:

- **Assess-** Information is gathered from staff members, the student and the parents, as well as from assessments. This helps us to identify the student's barriers to learning
- **Plan-** We decide what additional support the student needs to help them overcome these barriers to learning. These are added to the student's provision map
- **Do-** The plan is put in to place and monitored over a set period of time
- **Review-** The impact of the support is measured and the next steps are planned



# Accessibility and Opportunity

## **Including Students with SEND Outside the Classroom**

We make adjustments to ensure that all students with SEND are able to access all the school has to offer, whether that be enrichment days, school trips or extra-curricular activities. These adjustments, where necessary, will be planned with parents and students to ensure that students are successfully included.

## **Students who are Looked After and have SEND**

Provision for students who are looked after and have SEND is the same as that for all pupils with SEND. We liaise with relevant parties, including the social worker, to ensure that the correct support is in place.

## **Accessing the School Environment**

Disabled parking bays are marked and located in the school car park. We have toilets adapted for students and visitors with disabilities and have lifts installed.

Our accessibility plan describes the actions the school has taken to increase access to the school environment.



## Transitions

The SEND team works closely with our local primary schools to plan any transition arrangements that may be needed. Our inclusive transition work includes:

- Visits to local primary schools by our Year 7 team
- Summer school for our new Year 7s
- Coffee mornings for parents of students with SEND to discuss any concerns
- Extra visits for any students who may require this

For those students who are moving on to their next stage of education, our careers teams work closely with the local colleges and sixth forms and where required will support students in completing applications and attending interviews.

Where a student has an EHC Plan, there is a focus on preparing for adulthood in the annual reviews from Year 9 onwards.





## Support for Parents

The following services offer support for parents of students with SEND:

- Southend's Information, Advice and Support Service (IASS) offers independent advice and support to parents and carers of all children and young people with SEND. Their website is: <https://www.sendiasssouthend.co.uk/>
- Southend SEND Independent Forum (SSIF) is the official parent carer forum for Southend. Their website address is: <https://www.southendsendindependentforum.co.uk/>
- Further information about Southend City Council's Local Offer can be found at : <https://www.livewellsouthend.com/send-local-offer>



## Concerns

We hope that every child with SEND thrives in our school. If you have concerns regarding the provision your child is receiving, please contact their Head of Year in the first instance, should you still have concerns then please make an appointment with the SENDCo or Deputy SENDCo.

Our complaints procedure can be found on our website.

