

SOUTHEND HIGH SCHOOL FOR GIRLS

SEND Information Report



September 2019

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1. Information for academic year 2018-19

Number of students supported 2018-19

Year 7	
Year 8	1
Year 9	1
Year 10	2
Year 11	
Year 12	
Year 13	1
Total	5

- 2 Students had an EHCP Plan.
- We have one member of staff who holds a SENDCo qualification and the SENDCo for 2019-20 is currently undertaking the relevant training qualifications.
- The SEND provision is funded mainly out of the main school budget.
- Provision for 2019/20 will be spent on visual aids, physical resources to aid learning and hearing impairment communication support.

2. Who can I contact for SEND Information?

The SENDCo is Mrs A Leman. She can be contacted by phoning the school (01702 588852) ext 114 or via email at SENDCO@shsg.org.

The SEND Administrator is Mrs C Poxon cpoxon@shsg.org

The Communication Support Worker/Assistant SEND Co-ordinator is Miss Hatcher

The SEND Governor is Jane Ladner

3. What types of SEND are provided for at SHSG?

Southend High School for Girls support students with a range of Special Educational Needs and Disabilities (SEND) categorised under the four broad areas of need:

- a. Communication and Interaction: Autism Spectrum Disorder, Speech, Language and Communication Needs
- b. Cognition and Learning: Moderate Learning Difficulties (MLD), Dyslexia, Dyscalculia, Dyspraxia
- c. Social, Emotional and Mental Health Difficulties: Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Difficulties (anxiety, self-harming, depression, eating disorders)
- d. Sensory and/or physical needs: Hearing Impairment (HI), Vision Impairment (VI), Physical Disability (PD)

4. How are students with SEND identified?

The school will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- 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
- this may include progress in areas other than attainment, for example, social needs.
- slow progress and low attainment will not automatically mean a student is recorded as having SEN.
- when deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Pre-transfer

Before a student joins we may refer to the following information:

Information on transfer documents.

Liaison with Educational Psychologist

Liaison with other agencies, Educational Social Worker, School Health Team.

At 11 + Primary School Liaison.

At 16+ with Head/Deputy Heads of Sixth Form interviewing individuals.

Contact with parents prior to transfer

In School

Once at SHSG we use the following routes to identify students who may have SEND.

Attendance data analysis.

Teacher assessments and regular academic review, Termly in the main school and twice termly in the sixth form

11+, baseline tests, GCSE scores, FFT data and transition examination data

By Subject Teacher/ Form Tutor/Learning manager/SENDCo.

Parental information and involvement.

Student self- referral.

Subject specific screening.

If a SEND concern is identified:

The SEND Co-ordinator is provided with evidence that a student may have special educational needs.

The SENDCo collects additional information through discussions with staff involved and student's work, meeting with the student.

Students, parents and teachers are informed of any action that has been started and permission will be gained where appropriate for an EHFA referral to be made to access specialist support EHFA procedures will be in line with the offer from the Local Authority.

5. How do we consult with parents and students?

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the student's areas of strength and difficulty
- we take into account the parents' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are
- notes of these early discussions will be added to the student record
- we will formally notify parents when it is decided that a student will receive SEND support.

6. What are the arrangements for assessing and reviewing the progress of students with SEND?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- The subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:
 - the teacher's assessment and experience of the student
 - their previous progress, attainment and behaviour
 - other teacher assessments, where relevant
 - the individual's development in comparison to their peers and national data
 - the views and experience of parents
 - the student's own views
 - advice from external support services, where appropriate
 - the assessment will be reviewed regularly.
- all teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

ISP Review meetings are held termly/half-termly.

All Education Health Care Plans are reviewed on an annual basis.

7. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

This is done through:

Induction process at Year 6-7

Induction process at Year 11-12

If the student is moving to another school we will pass on the relevant information
When the student changes year group, information will be passed on to the new Learning Manager and new teachers

If the student is going on to higher or further education, then on student/parental request the relevant documentation is given to them.

The PSHCEE and Personal Development programme (Years 7-11)

Young Enterprise

Careers support

8. What is the school's approach to teaching children and young people with SEND?

At Southend High School for Girls we and believe all children have the right to a balanced and broad curriculum. Quality first teaching is key in this success. Teachers are inclusive and will endeavour to support every child regardless of their level of need.

Staff training and regular communication is central in identifying and supporting learners in the classroom. We aim to meet the individual needs of students wherever possible and provide opportunities for support in many differing ways. These are listed in the 'adaptations' section of this document.

9. How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

We make the following adaptations to ensure all students' needs are met:

Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson

Adapting resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts

Seating Plans

Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

Providing rest breaks

A specialist teacher may work with one or more students

Consideration is taken when classes are roomed

Differentiated resources- quality first teaching

Academic Intervention tutor – one to one support

Dedicated support workers

10. What training have the staff, supporting children and young people with SEND, had or are having?

The school has an ongoing programme of Continuing Professional Development opportunities in and out of school for all staff. In addition, teachers and support staff have access to a designated SENDCO.

Staff receive regular INSET to ensure understanding of SEND and strategies to ensure students are well supported in the classroom. The SENDCo is training for the National Award for SEN Co-ordination. The SENDCo keeps up to date with developments in SEND

strategies and legislation by attending relevant INSET and the termly SEND consortium meetings. All SEND information is kept centrally in a secure area. Updates are given to staff in briefing or via e-mail.

11. How is the effectiveness of provision evaluated?

To ensure the effectiveness of the SEND provision in place, we may use the following methods:

- Student and parent feedback – student voice
- Reviewing and evaluating short term goals
- Examination results
- Audit tools
- Consulting teaching staff
- Learning walks and lesson observations
- Departmental reviews
- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using student surveys
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHCP plans

12. What activities are available for students with SEND in addition to those available in accordance with the curriculum ?

We value all our students equally. All children are given the opportunity to attend after school clubs, trips (including residential trips) and to take on roles and responsibilities throughout the school. Activities include:

- All extra-curricular activities, e.g., Duke of Edinburgh
- World Challenge
- Lunchtime clubs and societies
- Sporting activities
- School productions
- Volunteering
- Young Enterprise Programme
- BBC School Report
- Arts Award
- Sports Leaders Award

13. What support is available for improving the Physical, Emotional and Social Development of Students with SEND?

Support is available through:

- mentoring and buddy system
- the PSHCEE and personal development programme
- visits from school nurse services
- school Counselling sessions
- one to one support sessions from the Academic Interventions Tutor
- emotional Wellbeing and Mental Health Service

14. What specialist services and expertise are available at or accessed by the school?

The school works with the following external agencies:

- Attendance Officer
- Educational Welfare Officer
- IDS (Integrated Disability Services)
- School Nurse Service
- Educational Psychologist
- Emotional Wellbeing and Mental Health Services
- Speech and Language Therapy Service
- Specialist Teacher for the Deaf

Where appropriate the Educational Psychologist works with school staff to support students with Special Educational Needs. External help can also be accessed via an EHFA (Educational Health Assessment) referral. In cases where further support is necessary the school will seek help from the Educational Psychologist or other specialists to discuss the need for a statutory assessment to be made or considered by the Local Authority.

15. Who do I contact if I have concerns with the SEND provision for my child?

Any parents or students who wish to register a complaint about the provision made for that student should first contact the SENDCo. If the matter remains unresolved then it will be referred for discussion with the Headteacher and the Governing Body. The time scale from the complaint to discussion with the Head Teacher should normally be within two weeks. If the complaint about provision concerns external agencies, then the SENDCo will liaise with the parents to follow the external agencies complaints procedure. The whole offer is reviewed by the Senior Leadership Team and the designated SEND Governor.

16. What provisions are made for students with SEND (including Looked After Children)?

Once a student is identified as having SEND then they will be placed on the school's SEND/Reasonable Adjustments register. This is a confidential document which staff can access electronically and is password protected. All changes and updates are communicated to staff via the SEND department. The register is used by staff to make informed decisions about the way they teach. Parents/Carers are also informed where appropriate.

Provision for children and young people who are looked after by the Local Authority is the same as above. In addition to this, the designated social worker is contacted and updated during PEP (Personal Education Plan) meetings as to any provision that has been put in place for that child.

18. Who might undertake a SEND assessment for my child?

A SEND Assessment may be made where appropriate, with parental consent, by the following bodies:

- Southend LA Childrens Services
- A Specialist teacher (learning support)
- IDS (Integrated Disability Service)
- Education Psychology Service
- EWMHS (Emotional Wellbeing and Mental Health Service)

19. What additional support is available for students with SEND?

One to one or small group work on spelling, organisation, revision and other study skills.

Mentoring

Counselling

Support in lessons

Provision will involve the Form Tutor supporting the student through interviews and monitoring the student planner (Years 7-11)

The school works within the JCQ (Joint Council for Qualifications) and exam board rules to put access arrangements into place to meet the needs of individual students.

Preventative and proactive pastoral work that focuses on measures to prevent bullying and encourage peer relationships.

20. How accessible is the school environment?

The school is large with over 1200 students. The age and nature of the buildings and site means that access to some areas is limited. Some classrooms are situated on the first floor and there are no lifts to enable access to these classrooms. Where possible, reasonable adjustments have been made including disabled toilets, ramps and lifts in some buildings.

The school's Accessibility Planning ensures that disabilities are taken into account in the planning of any changes to the physical environment, the curriculum and the delivery of information.

There are disabled toilets at various locations around school and a shower.

Disabled parking is available at the front of the school.

Students who need to use a laptop have access to do so in school.

21. What are Examination Access Arrangements?

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Exam Access Arrangements are organised by the SENDCo with the Exams Officer and the Assessment Lead in line with the JCQ guidelines. Learning Managers are also involved in the process and alert the SENDCo to any students who might need access arrangements or require reasonable adjustments. More information about this can be read on www.jcq.org.uk/ in the document entitled *Access arrangements and reasonable adjustments*. Parents can contact the SENDCo if they have concerns.

17. How can I find information about the Southend Borough Council Local Offer of services and provision for children and young people with Special Educational Needs and Disabilities?

Southend Borough Council have published their Local Offer here:

<http://www.southendinfopoint.org/kb5/southendonsea/fsd/localoffer.page>

This outlines all support services in the area and sets out what provision the Local Authority expects to be available for children and young people in the area with SEN and/or disabilities.

