

SEND INFORMATION REPORT

Southend High School for Girls Academy Trust



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Governor Policy 18S(i)	Author:	Authorised by: Board of Governors
SEND Information Report	Date first issued	Page 2 of 13

Reviewing authority:

Date for review	Reviewed Annually by	Reviewed by Board	A	B	C	Date of new edition
Sep 2021	Full Governors	07/09/2021			*	07/09/2021
Sep 2022	ALG	29/11/2022		*		29/11/2022
Sep 2023	ALG	12/09/2023		*		12/09/2023

A = accepted with no amendments

B = accepted with amendments

C = new edition created

1. Information for academic year 2023-2024 (as at 05/10/23)

- Around 2% of our pupils have SEND. In addition, at any one time, there are around 8% of students who are being monitored for a potential Special Educational Need and/or a Disability.
- 1 Student has an EHCP Plan and is supported by a SEND Support Assistant 1:1 throughout the school day.
- The current SENDCo holds the SENDCo qualification.
- The SEND provision is mostly funded out of the SEND budget taken from the main school funds (age weighted pupil unit and notional SEND fund). If this does not cover the specialist support/resources needed then additional funding will be applied for at the pupil's Local Authority (Southend, Essex, Havering, Redbridge etc.).
- Provision for 2023/2024 will be spent on visual aids, physical resources (such as overlays, writing slopes, Dictaphones, dyslexia friendly versions of books), training (CPD), hearing impairment communication support, the Wellbeing Suite and two SEND Support Assistants.

2. Who can I contact for SEND Information and where can this be found?

The SENDCo is Mrs Amy Griffiths. She can be contacted by phoning the school (01702 588852) extension 201 or via email at SENDCO@shsg.org.

The SLT SEND Lead is Mr Lee Boney (Deputy Headteacher) who can be contacted on lboney@shsg.org.

Other relevant members of staff:

- The SEND Support Assistants are Ms Jacqui Harrington and Miss Sarah Murray.
- The SEND Governor is Mrs Jane Ladner.
- The Pastoral Support Officers for Years 7, 8 and 9 are Mrs Anna Rooke and Mrs Catherine Bernier.
- The Pastoral Support Officer for Years 10 and 11 is Mrs Claire Poxon.
- The Pastoral Support Officer for Years 12 and 13 is Mrs Pam Hopkins.

This report should be read in conjunction with the following policies:

- *Special Educational Needs and/or Disability (SEND) Policy*
- *Supporting Students with Medical Conditions*
- *Behaviour and Rewards Policy*
- *Safeguarding and Child Protection Policy*
- *Equality and Diversity Policy*
- *Accessibility Policy*
- *Access Arrangements Policy*

These policies can be found on the school's website: www.shsg.org or requesting a copy by emailing office@shsg.org.

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), Visual Impairment (VI), Physical Disability (PD)

4. How are students with SEND identified?

4.1 Before entry to the school

As Southend High School for Girls (Years 7-11) is a selective grammar school, the 11+ must be taken and passed in order to achieve a place at the school. All schools within the Consortium of Selective Schools in Essex (CSSE) are committed to ensuring fair access for candidates of suitable ability. When registering their child to sit the 11+, the parents inform the CSSE of any specific arrangements that need to be made on the day of the test by completing the CSSE's supplementary information form and attaching appropriate medical evidence. These arrangements could include access arrangements e.g. rest breaks, extra time, a prompt or it could include physical access arrangements, e.g. Wheelchair access to the test room and other facilities appropriate to wheelchair users, enlarging print. More information can be found at <https://csse.org.uk/examination/>.

Once the child has been allocated a place, the parents then complete an enrolment form where they can disclose any medical conditions or special educational needs. This is then triaged and information is given to the relevant member of staff. If the SENDCo is given any information, then the family will be contacted and an initial parent meeting will be organised to discuss support that will be put in place. Additional visits may take place prior to the pupil starting. SEND documents will be created and sent to the relevant subject teacher.

When students are joining the 6th form, pupils need to achieve a required amount of points from their GCSE grades. If a place is offered, the parents will complete an enrolment form about their child detailing any medical conditions, SEND needs and any access arrangements the students had at their previous setting. The pastoral support officer for 6th form will triage this and note down any medical/SEND needs that the SENDCo will need information about to put support in place including any access arrangements for exams. Additional medical evidence will then be requested. If the SENDCo is given any information, then the family will be contacted and an initial parent meeting will be organised to discuss support that will be put in place.

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.
- 11+- Primary School Liaison. Contact with parents prior to transfer. Contact with pupil in first few weeks of starting.
- 16+- Liaison with the previous setting. Contact with parents prior to transfer. Contact with pupil in first few weeks of starting.

4.2 Whilst attending the school

The school will assess each student's current skills and levels of attainment on entry (including baseline tests in English and Maths for Year 7s and review incoming KS2/KS4 data), which will build on previous settings and Key Stages, where appropriate. The SENDCo will also have discussions with students, parents and previous educational establishments to gain more information.

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

- Attendance data analysis.
- Teacher assessments and regular academic review in accordance with the assessment plan and assessment school dates.
- 11+, baseline tests, GCSE scores, FFT data and transition examination data by subject Teacher/Form Tutor/Head of Year/SENDCo.
- Parental information and involvement.
- Student self-referral.
- Subject referral following internal referral process.

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, emotional needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. This is also the case for students who have a disability unless their learning is also affected.

The SEND Co-ordinator is provided with evidence that a student may have special educational needs from parents/carers/staff/external agency. The SENDCo collects additional information through completion of the SEND form by staff and copies of student's work is collected if relevant. The SENDCo then meets with the student to discuss the areas of difficulties. Next steps are then discussed. At this point it will be decided whether the student will be added to the SHSG's SEND register or the Monitored SEND list. If the latter, these students may receive reasonable adjustments from the SENDCo then will be monitored by the Head of Year and progress reviewed regularly in case the suggested strategies given to teachers are not supporting the student enough. Their SEND status and support will then be reviewed again. Students, parents and teachers are informed of any action that has been started and permission will be gained where appropriate for an EHFA / Educational Psychologist referral to be made to access specialist support. EHFA / Educational Psychologist procedures will be in line with the offer from the Local Authority.

When deciding whether special educational provision is required, we 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, alongside feedback from teachers, to determine the support that is needed and whether we can provide it by just providing high quality inclusive teaching, or whether something different or additional is needed.

How do we consult with parents and students?

We will have an initial parent meeting 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 on Edukey
- we will formally notify parents when it is decided that a student will receive SEND support, be on the Monitored list or no further action will be taken.

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.

Assess

- 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 (including testing)

Plan

- discuss with pupil, parents, staff and other professionals the reasonable adjustments that need to be made.

Do

- implement agreed reasonable adjustments

Review

- 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.
- One Plan Review meetings are held termly/half-termly depending on the individual. 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 Head of Year, Pastoral Support Officer(s) 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 7-13)
- Careers support (including additional practice interviews/ careers advice/options advice)

In addition to the above, when students are in Year 13, their future pathways are discussed. Relevant support is then provided including helping them apply for a University through UCAS or for a job/apprenticeship. This helps ensure that students with Special Educational Needs and/or Disabilities are not treated less favourably than others and can access their future work/learning environment.

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

At Southend High School for Girls, we 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 can make the following adaptations (as appropriate) to ensure all students' needs are met:

- Quality First Teaching - Differentiating teaching to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson and using recommended aids, such as laptops, coloured overlays, visual timetables, books in larger fonts/dyslexia friendly, Dictaphones
- Adapting resources and staffing around the needs of the students.

- Support using ICT devices such as ipads and laptops.
- Adapted seating plans and/or rooming (subject to the constraints of the timetable).
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, writing instructions clearly on the board.
- Providing access arrangements for assessments.
- A specialist teacher (such as Teacher of the Deaf/Speech Therapist) may work with one or more students.
- A SEND support assistant may work with one or more students.
- Access to the Wellbeing Suite at scheduled times.
- Study an adapted curriculum.
- Use the a 'Robot' to support a phased return to school.
- Positivity reports/logs.

The adaptations above ensure that steps have been taken to prevent pupils with disabilities from being treated less favourably than other pupils and can access their learning environment.

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 provides regular updates through staff drop-in sessions. The SENDCo keeps up to date with developments in SEND strategies and legislation by attending relevant CPD 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.

10. 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 and parent voice
- Parent Coffee Mornings
- Reviewing and evaluating short term goals
- Examination results (internal and external)
- External Audits
- Consulting teaching staff
- Learning walks and lesson observations
- Book reviews
- Internal and external 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
- Holding annual reviews for students with EHCP plans
- Holding termly reviews for any SEND student

11. 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
- BBC School Reporter
- Arts Award
- Sports Leader Award
- Theatre productions
- Music concerts
- Curriculum and non-curriculum trips

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

Support is available through:

- Key Worker System
- Mentoring and buddy system
- The Life Skills and personal development programme
- visits from school nurse services
- In-school Counselling sessions
- one to one support sessions from a SEND Support Assistant
- emotional Wellbeing and Mental Health Service
- Educational Psychologist
- Referrals to external agencies

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

The school works with the following external agencies (from Southend and the wider area):

- Attendance Officer
- Educational Welfare Officer
- IDS (Integrated Disability Services)
- School Nurse Service
- Family Solutions/Early Help
- Educational Psychologist
- Emotional Wellbeing and Mental Health Services
- Speech and Language Therapy Service
- Visual Impairment team
- Multi-sensory Impairment Team
- Specialist Teacher for the Deaf
- Occupational Therapist

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) or Early Help 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.

14. 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 SLT SEND Lead, then Headteacher and the Governing Body. The time scale from the complaint to discussion with the SEND SLT Lead should normally be within two weeks. The time scale from the complaint to discussion with the Headteacher should be within a month. 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.

15. 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/Monitored list as appropriate. This is a confidential document which staff can access electronically. All changes and updates are communicated to staff via email / in the weekly staff briefing. 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.

16. 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 Children's Services (or other Local Authority where the pupil lives)
- A Specialist teacher (learning support)
- IDS (Integrated Disability Services)
- Education Psychology Service
- EWMHS (Emotional Wellbeing and Mental Health Service)

18. 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 having one-to-ones with each member of their form group.
- Preventative and proactive pastoral work that focuses on measures to prevent bullying and encourage peer relationships.)
- 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.

19. 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. In one area of the school, the tower, 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. Yellow lines have been recently added to help students with visual impairment. The school's Accessibility Policy 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.

More information on how the physical environment has been improved for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school can be found in the school's *Accessibility Policy* accessed via the school's website: www.shsg.org or requesting a copy by emailing office@shsg.org.

20. 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. Heads of Year 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. A discussion will then be had with subject teachers to decide if the student has a history of need and/or a normal way of working that would be considered as needing an access arrangement for examinations.

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

Southend City Council have published their Local Offer here: [Southend-on-Sea Local Offer | Lिवewell Southend](#). 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.

As an educational setting within the city, we contribute to the local offer by ensuring that all students, including those with SEND, have High Quality Personalised teaching with adapted learning materials/tasks and that staff receive access to relevant information in order for them to plan for reasonable adjustments within the classroom. City SEND meetings are frequently attended so that staff are informed of the most up to date practice and advice is sought from wider support services e.g. the Educational Psychologist. In addition to the reasonable adjustments and High Quality teaching, targeted support is provided for some individuals where they may require support from an additional adult (in our case, the Academic Intervention Teacher) and the graduated approach is used to monitor and effectively support their needs. If additional funding needs to be sought and an Education, Health, Care Plan applied for, then specialist individual support will be organised for the student (e.g. a communication support worker). Specialist support to allow access to classrooms and/or leisure areas will be reviewed and appropriate alternatives will be looked into. Specific CPD needs will be met through regular training and information sharing.