Westcliff High School
for Boys

SEND INFORMATION REPORT

REVIEWED:	**Autumn 2026**
COMMITTEE:	**Teaching Quality and Pastoral**
DATE OF NEXT REVIEW:	**Autumn 2027**

At WHSB, we are committed to offering an inclusive curriculum to secure the best possible progress for all pupils whatever their needs or abilities. This Policy is intended to address pupils with Special Educational Needs (SEN) and pupils who have disabilities.

Categorisations of SEND pupils

Our School is committed to early identification of SEN and adopts a focused response to meeting special needs in line with the Code of Practice. It is based on the assumption that pupils' special educational needs and requirements fall into the following four broad areas:

- Communication and Interaction (27 pupils: 19 with Autistic Spectrum Disorder,with Speech, Language and Communication Needs)
- Cognition and Learning (5 pupils, all of whom have a Specific Learning Difficulty)
- Social, emotional and mental health difficulties (5 pupils)
- Sensory and/or physical needs (3 pupils: 3 with Hearing Impairment, 1 with Visual Impairment and 1 with a Physical Disability)

The range of support developed will be tailored to individual need, following a thorough assessment by school staff or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Our Policy and Information Report provides details of the resources and interventions that we provide at Westcliff High School for Boys to support children with SEND. Due to the ever-changing needs of our pupils, there may be additional support available that has not been covered in this document. If you would like further information about what we offer at Westcliff High School for Boys then please do not hesitate to contact the SEND Coordinator, **Mrs Revell**, directly.

1. How we Identify Pupils with SEND

a. Pre-transfer

Before a pupil joins, we may refer to the following information:

- Information on transfer documents;
- Contact with parents prior to transfer;
- Liaison with Specialist Teaching Team concerning pupils from within Southend;
- Liaison with other agencies such as Speech and Language Service, Visual Impairment Specialist Teacher, School Health Team;
- At 11+, following receipt of the School's Primary-Secondary Liaison form; and
- At 16+ during the induction programme with Director of Sixth Form

b. In School

Once at WHSB, we use the following routes to identify pupils who may have SEND:

- Attendance data analysis;
- Teacher assessments and regular academic review;
- 11+, baseline tests, formative assessment data, end of year examination results, and public examination results;
- Informal feedback from staff using the SEND Communication Form on the WHSB Launch Pad;
- Formal referral from Subject Teacher/Form Tutor/Progress Leader/SENCO - See Appendix B;
- Parental information and involvement. As with all communication to the School, initial concerns can be raised by contact with the Form Tutor in the first instance. This should be done by letter. Alternatively, a telephone message may be left by telephoning the Main Switchboard;
- Pupil self-referral. Pupils can arrange to speak to the SENDCo or Assistant SENDCo by contacting them directly or through their Pastoral Offices to share whatever concerns they may have; and
- Subject specific support.

c. Identification Procedure

If a SEND concern is identified, then the procedure would be:

- Registration of the concern to the SEND Co-ordinator with evidence that a pupil may have special educational needs;
- SENDCo collects additional information through Round Robin reports on Provision Mapping from staff involved and gathers examples of pupil's work;
- Pupil, parents and teachers are informed of any action that has been started and permission gained for referral to a specialist professional;
- Professional reports to school and parents; and
- Further action is agreed upon in conjunction with the staff concerned.

d. SEND Assessment Procedure

A SEND Assessment may be made, with parental approval by the following Bodies:

- Southend LA Social Services
- A Specialist Teacher (learning support)
- IDS (Integrated Disability Service)
- Connexions
- Education Psychology Service
- EWMHS (Emotional Wellbeing and Mental Health Service)
- Private NHS endorsed facility, for example Provide Health Services

2. Provision for Pupils with SEN

Once a pupil is identified as having SEND then they will be placed on the School's SEND register. This is a confidential document which staff can access electronically via the School network. Detailed information is also recorded onto the School's SEND management system, Provision Map, which outlines reasonable adjustments that need to be made and allow teachers to log effectiveness of strategies on an ongoing basis. All changes and updates are communicated to staff via the SEND Department. The register and Provision Map are used by staff to make informed decisions about the way they teach.

a. The School's Approach to Teaching Pupils with SEN

All pupils at WHSB should receive high quality teaching as part of the School's practice. This means there is appropriate adaptations in the classroom, so every pupil is able to make progress. Some specific strategies may be suggested by the SEND Department in order to help the pupil make the best possible progress. All pupils are regularly assessed by their class teachers and Heads of Department. If a SEND pupil is found not to be making the progress they should, then the SEND Department will create an Individual Education Plan which will set clear outcomes and be reviewed termly in line with the reporting schedule. Parents and pupils will be involved in setting these outcomes and how they can be achieved.

b. Evaluating the Effectiveness of Provision

To ensure the effectiveness of the SEND provision in place, we may use the following clear and comprehensive evaluation criteria as outlined in our SEND Policy, which include:

- Successful integration of pupils at points of transition where details of meetings, observations and feedback are recorded on our SEND information management system, Provision Map;
- Parental comments and feedback (which will be invited via the reply slip which accompanies the summary of the review);
- Successful collaboration with external agencies;
- The maintenance of accurate, up-to-date records by the SEND Co-ordinator and other staff;
- Evidence from monitoring classroom practice by the School's Senior Team, Staff Tutor, Teaching & Learning Mentor, SEND Co-ordinator and Assistant SEND Co-ordinator;
- Analysis of pupil tracking data and test results (for individuals and groups of pupils);
- Value-added data for pupils on the School's SEND record of action (for example, to show a link between financial input and pupil outcomes);
- Monitoring of procedures and practice by the designated SEND Governors;
- School's Self-Evaluation;
- External verification e.g. SEND Advisor, LA, Specialist Teaching Service;
- Evidence from OFSTED Inspection Reports;
- School Development Plan.

c. Arrangements for Assessing and Reviewing the Progress of Pupils with SEND

- Each Year group is assessed as a whole at points throughout the year to see if appropriate progress is being made;
- Progress Leaders regularly track the progress of pupils in their Year;
- Teachers also monitor progress lesson by lesson;
- All Education and Health Care Plans are reviewed on an annual basis. This involves speaking with pupils and parents to set clear outcomes and review progress towards them. The support that will be needed to achieve the outcomes and the responsibilities of the pupil, the parent and the School are also considered.
- A member of the SEND team meets with all pupils who receive SEND Support or have an EHCP in the Spring Term for a mid-point review of agreed provision and in the Summer Term for an end-of-year review, during which updated Individual Education Plans are created for the subsequent academic year. The effectiveness of any updates are confirmed in the Autumn Term with an electronic snapshot review consultation with parents.

- Parents will have at least three opportunities to contribute to their child's learning plan. This will be a combination of face-to-face meetings, telephone calls and written responses to documentation. In addition to Parents' Consultation Evenings, Parents of SEND pupils are invited to attend the review meeting held in each term and are also welcome to request a meeting with the SEND team should the need arise.

d. How the School adapts the Curriculum and Learning Environment for Pupils with SEND

- A variety of agreed adaptations in classroom settings are used which include a number of options such as: include rearranged seating; use of colour filters; pen grips; visualisers; electronic textbooks; use of laptops; and enlarged handouts (not an exhaustive list);
- Changing GCSE options, e.g. dropping one or more subjects;
- A specialist teacher may work with one or more pupils;
- Provision of academic intervention for SEND pupils where it is clear that academic progress is not at the expected rate;
- Measures to prevent bullying pupils with SEND are outlined in the School's 'Anti-Harassment and Bullying' Policy.

e. Additional Support Available for Pupils with SEND

- One to one or small group work on spelling, organisation, revision and other study skills;
- Mentoring;
- Counselling;
- Targeted support in lessons;
- Provision will involve the Form Tutor supporting the pupil through interviews and monitoring the Pupil Planner (Years 7-11); and
- The School works within the JCQ (Joint Council for Qualifications) and Examination Board rules to put Access Arrangements into place to meet the needs of individual pupils.

f. Activities that are available for Pupils with SEND in addition to those available in accordance with the Curriculum

- Duke of Edinburgh's Award;
- Lunchtime and after-school clubs;
- House activities;
- Sporting activities;
- Music activities;
- School productions;
- Volunteering;
- Young Enterprise; and
- Combined Cadet Force.

g. Support that is available for improving the Physical, Emotional and Social Development of Pupils with SEND

- Counselling;
- Mentoring;
- Rest and Reflect space

- Access to the Educational Psychology Service; and
- Medication is kept in the Medical Room where pupils can go and take with supervision.

3. Members of Staff

The **SENDCo is Mrs Kate Revell**, the **Assistant SENDCo is Mr Daniel Wightman** and Ms Vera Diana provides administrative support for SEND. Parents and pupils have the opportunity to meet the SENDCo at Open Evenings and Induction Evenings. Parents can also arrange a separate time if they wish.

Pastoral Offices (Tutors):

Lower School	Mrs J Radford/Ms V Diana
Middle School	Mr N Wilson
Sixth Form	Mrs C Burden

SEND Governor	Dr T Nageh
Third Deputy Head	Miss G Fairfax (Oversight of provision for SEND Pupils)

The above can all be contacted via the School by telephone (01702 475443) or email office@whsb.essex.sch.uk

4. Expertise and Training of Staff

Our School undertakes an annual audit of the needs for all staff, taking into account School priorities as well as individual professional needs. The School uses funding from the Standards Fund each year to meet identified training needs and key staff will receive relevant information on training opportunities.

Particular support is given to ECTs and other new members of staff. Our SEND Co-ordinator has responsibility for prioritising the training needs of staff with respect to special educational needs.

The SENDCo is a qualified teacher who is undertaking the National Professional Qualification for SEN Co-ordination. The Assistant SENDCo is undertaking the National Professional Qualification for SEN Co-Ordination. There are also two current members of teaching staff who have completed 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 City SEND meetings.

All SEND information is kept centrally and is uploaded to Provision Map. Updates are given to staff in briefing, designated training sessions or via email, and all staff have access to Pupil Passports and Individual Education Plans.

5. Equipment and Facilities

The School site is wheelchair accessible, with mobile ramps, and there are disabled toilets at various locations around School. There are lifts in some parts of the School. Disabled parking is available at the front of the School.

Pupils who need to word-process work have access to do so in School.

6. Consulting Parents and Pupils

If a concern regarding a possible SEND issue is raised, parents and the pupil will be informed of any teacher-led interventions and their impact. Subject teachers will discuss these interventions with the pupils themselves and involve them in the review process.

Where a concern remains, following this initial intervention, the subject teacher will liaise with the SENDCo and/or Progress Leader and parents will be contacted. If an assessment is thought necessary, parents' written consent will be sought before continuing. Following such an assessment, parents, together with the pupil if they wish, are invited to meet with the SENDCo to discuss the findings. Parents and pupils will be issued with a copy of the assessment report and can use this opportunity to discuss next steps or to raise any queries they may have.

Where a pupil is already identified as having SEND, parents will be consulted either by the subject teacher, Progress Leader or SENDCo at any point during the year to discuss issues that may arise.

7. Support Services

A variety of services are employed and arranged as they are needed. The most commonly used include:

School Nurse
Exam Access Arrangements Assessor
Specialist Hearing Impairment Teacher
Specialist Visual Impairment Teacher
Specialist Teaching Team
IDS (Integrated Disability Services)
Educational Psychologist Specialist Teacher
Early Help, Family Support Assessment Team

The School will also arrange for additional support services outside of this list should the need arise.

8. Arrangements for Supporting Pupils with Special Educational Needs in Transferring between Phases of Education or in Preparing for Adulthood and Independent Living

- Induction process at Years 6-7;
- Induction process at Years 11-12;
- There is flexibility to offer additional induction days at points of transition if these are needed;
- Specific guidance when selecting GCSE and A-Level choices where Pastoral Offices will discuss choices with candidates;
- If the pupil is moving to another school, we will pass on the relevant information;
- When the pupil changes Year Group, information will be passed on to the new Progress Leader and new teachers;
- If the pupil is going on to Higher or Further Education, then on pupil/parent request the relevant documentation is given to them;
- PSHEE (Years 7-13);

- Young Enterprise;
- Careers support**.**

Making a Complaint

Our School's Complaint Procedures are available, on request, by emailing: office@whsb.essex.sch.uk.

Each pupil's Form Tutor works closely with parents at all stages in his/her education and should always be the first port of call in case of any difficulty.

Any parent wishing to express dissatisfaction with the School's SEND provision should contact the SENDCo in the first instance, preferably in writing. A written response will be made within one week of the enquiry and a meeting in School will be arranged if desired by parents. Should parents still feel concerned, the matter will be referred to Miss Fairfax, Deputy Headteacher, who will consult as appropriate with senior colleagues and more widely, and reply within a further week.

Parents/carers of pupils with SEN or disabilities, whose concerns cannot be resolved by the usual School procedures, can request independent resolution. The School can make further information about the process available on request.

The Local Offer

In addition to the support detailed above, pupils also have access to the provisions of the Local Authority. Further information is available at:

https://livewellsouthend.com/kb5/southendonsea/directory/localoffer.page?localofferchannel=0

Looked After Children

Children who are looked after by the local authority and have SEND will receive the additional support of the Virtual School and the carer and social worker will also be involved in review meetings.

Frequently Asked Questions

What are the School's Admissions arrangements for pupils with SEND?

Pupils with SEND are allocated places in through **two different mechanisms**:

1. Those pupils with **Statements or Education, Health and Care Plans (EHCPs)** have a separate admissions procedure which is overseen by the SEN team at **Southend-on-Sea Borough Council**.
2. Those pupils who have SEND but **do not have a Statement or EHCPs** follow the procedures outlined in our Admission Arrangements which are overseen by the **Consortium of Selective Schools in Essex (CSSE)**.

What arrangements are in place for the transition from primary schools?

Pupils with SEND can become particularly anxious about moving schools so we seek to support successful transitions.

On acceptance of a place at WHSB, your child will receive a visit from a member of the **School's pastoral team**, when possible. The School will ensure that all primary records are transferred and, where special educational needs have been identified by the primary school, the **School's SENDCo** will endeavour to contact the school in question to discuss individual cases.

The School's SENDCo **closely monitors the progress** of SEND pupils in their first few weeks at WHSB and will meet with pupils to facilitate a smooth transition. Where appropriate, parents will be contacted.

How can I find out about how well my child is doing?

On-going monitoring takes place by subject teachers to identify pupils who are not making sufficient progress or who have specific needs which are affecting their ability to engage fully in lessons.

You will be able to judge the progress of your child by comparing their current attainment levels with the targets set. These may be discussed with subject teachers at **Parents' Evenings** or you may contact subject teachers directly.

The School reports to parents on **three occasions during the academic year**. The reports are a mixture of data only and written commentary. In addition to the reporting arrangements outlined, the SENDCo monitors the progress of pupils on our SEND register and will liaise with parents where progress is of concern. You may be contacted by telephone, letter or email.

How will the curriculum be matched to my child's needs?

The School seeks to ensure that pupils with identified needs take part in the full curriculum as far as this is compatible with the provision of SEND support and with the efficient education of other pupils. Pupils with Special Educational Needs will be encouraged to be independent and to take on responsibility within the School community.

Additionally, pupils will have access to the full range of extracurricular clubs and societies. These are publicised within School. The School also prides itself in the range of opportunities we provide for enrichment outside of the School day and full details can be found in our termly publication, The Westcliff Diary.

How will teaching be adapted to meet the needs of my child with SEND?

After discussions with key academic and pastoral staff and parents, additional support may be put into place to provide **enhanced resources** and/or **individual support** to help overcome any difficulties. The views of the pupil about their support will be given consideration at this stage.

This additional support will be documented in an Individual Learning Plan which will be prepared (as appropriate) **in consultation with parents**. In some cases, Teaching Assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support **transition to adulthood**.

Formal review meetings are held three times annually with pupils. Parents are invited to contribute, and, when appropriate, external agencies are invited to this review and their contribution is valued.

Access arrangements for public examinations are covered in separate documentation. For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a **scribe or word processor**. The SENDCo will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

What specialist services are available within School?

At present, the School has no specialist services available within School. However, the School works with outside agencies such as, for example, the Educational Psychology Service and EWMHS (Emotional Wellbeing and Mental Health Service), The School does offer Counselling.

How accessible is the School site?

The School has made extensive provision to ensure access for wheelchair users. There are lifts in the Mathematics and Music block, Science Block, Sixth Form Centre and Technology Block along with ramps to provide access to other areas of the School. The School has, in the past, been able to successfully integrate pupils in wheelchairs.

Who offers support for your child at Westcliff High School for Boys?

The School's SENDCo is **Mrs Revell**. She is the first point of contact should you have specific concerns regarding your child with special educational needs. **Mr Wightman** is the Assistant SENDCo and supports Mrs Revell with a variety of SEND matters. **Mr Barnes** is the SEND assistant who facilitates specific interventions according to individual needs such as social skills. The named member of the Senior Team (ST) responsible for direction of SEND provision is **Miss Fairfax,** Deputy Head. The School also offers support through its Pastoral Offices. Each child will have a Form Tutor to oversee their academic and personal development. **Ms Diana** provides administrative support for SEND.

Where can I get additional independent parent advice?

Each local authority offers Independent Advice and Support. Some useful details are found below.

Southend City Council:

https://livewellsouthend.com/kb5/southendonsea/directory/localoffer.page?localofferchannel=0
Email: localoffer@southend.gov.uk
Telephone: 01702212328

https://www.sendiasssouthend.co.uk/who-we-are/

Email: iass@southend.gov.uk
Telephone: 01702 215499

Essex County Council:

http://www.essexlocaloffer.org.uk/listing/send-information-advice-and-support-service/
Email: send.iass@essex.gov.uk
Telephone: Phone: 01245 204338

Thurrock Borough Council:

https://www.thurrock.gov.uk/support-for-special-educational-needs-and-disability/information-advice-and-support-services-iass
Email: info@patt.org.uk
Telephone: 07702 127 252

Havering Borough Council:

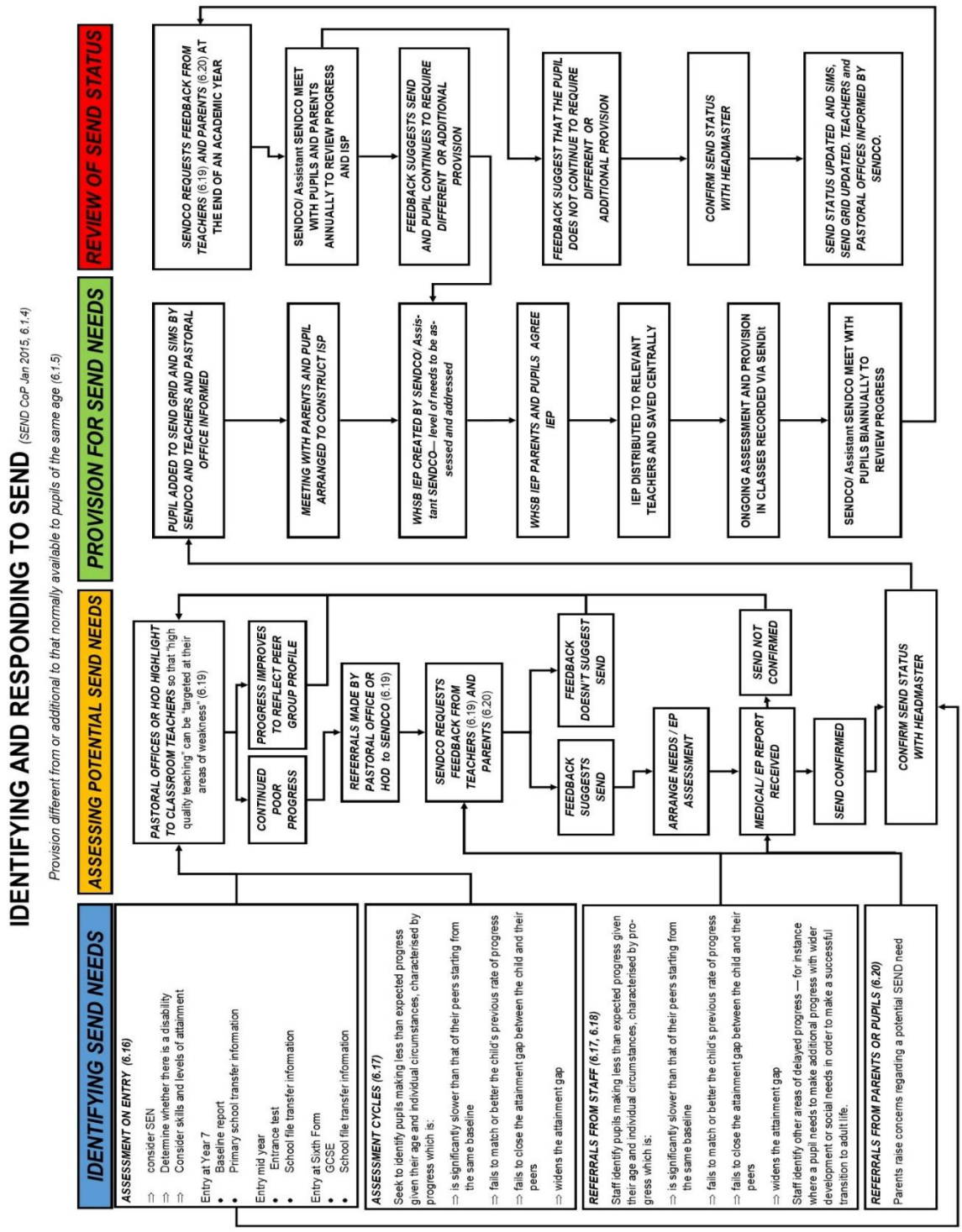
https://familyserviceshub.havering.gov.uk/kb5/havering/directory/advice.page?id=bJI7xinYnS8&localofferchannel=0
Email: sendiass@havering.gov.uk
Telephone: 01708 433885

The following website can be used to find the SENDIASS services for all parts of England:

https://councilfordisabledchildren.org.uk/what-we-do-0/networks/information-advice-and-support-services-network/find-your-local-ias-service

You can also find useful information at the **Independent Provider of Special Education Advice**: https://www.ipsea.org.uk/

APPENDIX A


IDENTIFYING AND RESPONDING TO SEND (SEND CoP Jan 2015, 6.1.4)
Provision different from or additional to that normally available to pupils of the same age (6.1.5)
IDENTIFYING SEND NEEDS
ASSESSING POTENTIAL SEND NEEDS
PROVISION FOR SEND NEEDS
REVIEW OF SEND STATUS
ASSESSMENT ON ENTRY (6.16)
⇒ consider SEN
⇒ Determine whether there is a disability
⇒ Consider skills and levels of attainment
Entry at Year 7
• Baseline report
• Primary school transfer information
Entry mid year
• Entrance test
• School file transfer information
Entry at Sixth Form
• GCSE
• School file transfer information
ASSESSMENT CYCLES (6.17)
Seek to identify pupils making less than expected progress given their age and individual circumstances, characterised by progress which is:
⇒ 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
REFERRALS FROM STAFF (6.17, 6.18)
Staff identify pupils making less than expected progress given their age and individual circumstances, characterised by progress which is:
⇒ 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
Staff identify other areas of delayed progress — for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.
REFERRALS FROM PARENTS OR PUPILS (6.20)
Parents raise concerns regarding a potential SEND need
PASTORAL OFFICES OR HOD HIGHLIGHT TO CLASSROOM TEACHERS so that "high quality teaching" can be "targeted at their areas of weakness" (6.19)
CONTINUED POOR PROGRESS
PROGRESS IMPROVES TO REFLECT PEER GROUP PROFILE
REFERRALS MADE BY PASTORAL OFFICE OR HOD to SENDCO (6.19)
SENDCO REQUESTS FEEDBACK FROM TEACHERS (6.19) AND PARENTS (6.20)
FEEDBACK SUGGESTS SEND
FEEDBACK DOESN'T SUGGEST SEND
ARRANGE NEEDS / EP ASSESSMENT
MEDICAL/ EP REPORT RECEIVED
SEND NOT CONFIRMED
SEND CONFIRMED
CONFIRM SEND STATUS WITH HEADMASTER
PUPIL ADDED TO SEND GRID AND SIMS BY SENDCO AND TEACHERS AND PASTORAL OFFICE INFORMED
MEETING WITH PARENTS AND PUPIL ARRANGED TO CONSTRUCT ISP
WHSB IEP CREATED BY SENDCO/ Assistant SENDCO— level of needs to be assessed and addressed
WHSB IEP PARENTS AND PUPILS AGREE IEP
IEP DISTRIBUTED TO RELEVANT TEACHERS AND SAVED CENTRALLY
ONGOING ASSESSMENT AND PROVISION IN CLASSES RECORDED VIA SENDit
SENDCO/ Assistant SENDCO MEET WITH PUPILS BIANNUALLY TO REVIEW PROGRESS
SENDCO REQUESTS FEEDBACK FROM TEACHERS (6.19) AND PARENTS (6.20) AT THE END OF AN ACADEMIC YEAR
SENDCO/ Assistant SENDCO MEET WITH PUPILS AND PARENTS ANNUALLY TO REVIEW PROGRESS AND ISP
FEEDBACK SUGGESTS SEND AND PUPIL CONTINUES TO REQUIRE DIFFERENT OR ADDITIONAL PROVISION
FEEDBACK SUGGEST THAT THE PUPIL DOES NOT CONTINUE TO REQUIRE DIFFERENT OR ADDITIONAL PROVISION
CONFIRM SEND STATUS WITH HEADMASTER
SEND STATUS UPDATED AND SIMS, SEND GRID UPDATED. TEACHERS and PASTORAL OFFICES INFORMED BY SENDCO.

APPENDIX B

Westcliff High School for Boys

SEND Concern Referral Form

Pupil Name:	Form:

Concern identified

Outline the indicators which have become apparent:

Now complete Stage 1

Stage 1

Class Teacher Intervention

Outline the measures that you have taken to address the concerns that have become apparent to you:

How successful have the measures been?

Staff Name:	Position:	Date:

Pass to the appropriate Progress Leader

Pastoral Office Intervention

Stage 2

Indicate any background information to the concern which are known to the Pastoral Office which may be relevant to the concern regarding to this pupil.

Contact all teachers of the pupil to find out the extent to which this concern is shared. Record details here:

Outline interventions taken by the Pastoral Office, and whether they were successful.

No action required

Added to SEND register: Medical Awareness | Pastoral Awareness | Planning Considerations | Additional Needs

Refer to SENDCo

Staff Name:	Position:	Date:

If added to SEND register, complete the final box.

SEND Referral

Stage 3

SENDCo to outline actions to be taken:

Outcome of investigations:

Refer back to Pastoral Office – no SEND requirements

Further SEND Support considered necessary

Staff Name:	Position:	Date:

If added to the SEND register, complete the final box.

Addition to the SEND Register Recommendation

Reasons for addition to the register:

Level at which added (delete as applicable): EHCP SEND Support Screening

Staff Name:	Position:	Date:

Send form to SENDCo for retention.