



Westcliff High School
for Boys

**SEND INFORMATION
REPORT**

REVIEWED: Spring 2021
COMMITTEE: Teaching Quality and Pastoral
DATE OF NEXT REVIEW: Spring 2022

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
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

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, **Mr Baggs**, 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;
- Liaison with Educational Psychologist concerning pupils from within Southend;
- Liaison with other agencies, Educational Social Worker, School Health Team;
- At 11+, following receipt of the School's Primary-Secondary Liaison form;
- At 16+ with Director of Sixth Form (Progress Leaders) interviewing individuals. Contact with parents prior to transfer.

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;
- By Subject Teacher/Form Tutor/Progress Leader/SENCO;
- Parental information and involvement;
- Pupil self-referral;
- Subject specific screening.

c. Identification Procedure

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

- Registration of the concern to the SEN Co-ordinator with evidence that a pupil may have special educational needs;
- SENCO collects additional information through discussions with staff involved and 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;
- 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)

2. Provision for Pupils with SEN

Once a pupil is identified as having SEND then they will be placed on the School's SEN 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 SEN Department. The register is 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 differentiation in the classroom, so every pupil is able to make progress. Some specific strategies may be suggested by the SEN 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 pupil is found not to be making the progress they should, then the teacher will make a plan with a clear set of outcomes and progress will then be reviewed. 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;
- Parental comments and feedback;
- 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 and 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;
- 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;
- Learning Managers regularly track the progress of pupils in their Year;
- Teachers also monitor progress lesson by lesson;
- All statements and 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.
- Parents will have at least three opportunities each year to meet with the School.

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

- Changing GCSE options, e.g. dropping one or more subjects or joining a BLP group;
- A specialist teacher may work with one or more pupils.
- 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;
- Support in lessons;
- Provision will involve the Form Tutor supporting the pupil through interviews and monitoring the pupil planner (Years 7-11);
- 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;
- Combined Cadet Force.

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

- Counselling;
- Mentoring;
- Medication is kept in the Main School Office where pupils can go and take with supervision.

3. Members of Staff

The SENCO is Mr Andrew Baggs. Parents and pupils have the opportunity to meet the SENCO at Open Evenings and Induction Evenings. Parents can also arrange a separate time if they wish.

Pastoral Offices (Tutors):

Lower School	Mrs A Tyson
Middle School	Mrs C Hart
Sixth Form	Mrs D Holley

SEND Governors	Cllr D Norman Mr M DeGrove
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Second Deputy Head Mrs K Mumford (Line Manager to SENCO)

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 NQTs 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 SENCO is a qualified teacher and has completed the National Award for SEN Co-ordination. The SENCO keeps up to date with developments in SEND strategies and legislation by attending relevant INSET and the termly SEND Borough meetings.

All SEND information is kept centrally. Updates are given to staff in briefing or via email.

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 SENCO 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 SENCO 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 SENCO at any point during the year to discuss issues that may arise.

7. Support Services

School Nurse
IDS (Integrated Disability Services)
Educational Psychologist Specialist teacher
Early Help, Family Support Assessment Team

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;
- 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 7-11);
- 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 SENCO 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 Mrs Mumford, Second Deputy Head, 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:

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

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 **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 an 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 SEN 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 SENCO** will endeavour to contact the school in question to discuss individual cases.

The School's SENCO **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 SENCO 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 **targeted small group** 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 a ISP which will be prepared (as appropriate) **in consultation with parents**. Short term and medium term targets will be set. 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 as required. Parents, relevant external agencies and when appropriate, students 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 SENCO 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 EWMHS (Emotional Wellbeing and Mental Health Service), St Christopher School's advisory teacher for Autistic Spectrum Disorder and the Hearing Impaired (HI) and Visually Impaired Advisory Services.

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 SENCO is **Mr Baggs**. He is the first point of contact should you have specific concerns regarding your child with special educational needs. The named member of the Senior Team (ST) responsible for overseeing SEND provision is **Mrs Mumford, Second Deputy Head**. The School also offer support through its Pastoral Offices. Each child will have a form tutor to oversee their academic and personal development.