

Westcliff High School for Girls  
SEND Information Report 2017  
SENCO Mrs C Dell

At Westcliff High School for Girls we have a wide and varied cohort with under 1% per cent of the students supported on the SEND register. We support students in the four broad areas of SEND:

1. Communication and Interaction – ASD
2. Cognition and learning – Specific Learning Needs i.e Dyslexia and Dyspraxia
3. Social, Emotional and Mental Health
4. Sensory and/or Physical - Hearing and Visual Impaired

At Westcliff High School for Girls we are committed to offering an inclusive curriculum to secure the best possible progress for all students whatever their needs or abilities. All students have passed the 11+ to achieve a place in the school. On arrival in Year 7 they are assessed using CATs and baseline testing in each subject.

In addition to this data and pupil tracking information, through consultation with pupils and their parents a decision is made whether a pupil needs additional support.

Additional support is provided in a variety of ways depending on the individual needs of the pupil. We provide a school counsellor/CBT therapist, limited in-class support. We access external support from outside agencies e.g. Educational Psychologists (EP), Emotional Wellbeing and Mental Health Services (EWMHS) whether it is from a team depending on the need of the pupil.

Pupils who receive additional support are monitored and reviewed three times a year. They are consulted with and their views are recorded. Parents/carers are invited to the meeting with SENCO Mrs Dell to share their views and discuss outcomes. This information is then shared with the pupil, parent/carers and the pupil's teachers.

We recognise the importance of smooth transitions and plans are made according to the individual needs of the pupil. In specific cases there is close liaison with primary schools and SEND students. Pupils are provided the opportunity to visit the school and meet key members of staff.

Moving on from Westcliff is equally important and we liaise with further education providers and support pupils with applications and interviews to enable them to continue with their education at an appropriate placement. Transitional reviews also take place at all key stage transitions where the pupils are consulted advised about options choices and further education.

All pupils at Westcliff High School for Girls have quality first teaching and for those where additional adaptations are required the class teacher, Learning Managers, Pastoral Support Co-ordinators and SENCO works closely together to ensure information and strategies are shared. Work is differentiated and personalised where appropriate so pupils can be independent in their learning.

All new staff receive training with the SENCO and SEND strategies from a regular part of the continual Professional development. Staff are invited to receive training on different needs of individual pupils.

At Westcliff all pupils are encouraged and supported to develop extra- curricular skills and pupils with additional needs continue to play an active role in the sports and performance as well as the Duke of Edinburgh Award.

In September 2014 a new Special Educational Needs Code of Practice will come into effect. After this time Local Authorities must publish a Local Offer, setting out in one place information about provision that they expect to be made available for children and young people in their area who have Special Educational Needs. (SEN) The Local Offer, provided by Southend Borough Council has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support disabled children and children with SEN and their families.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review.

Additionally schools have to provide details of the school-specific offer, which we are calling the School Offer. This should reflect the Local Offer and elaborate on it. Further information on what is available from Southend Borough Council can be found at [www.southendinfopoint.org](http://www.southendinfopoint.org)

Included as part of these changes to the Code of Practice the main areas of SEN will be slightly altered and will encompass the following four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

In recognition of these changes we at Westcliff High School are updating our Local Offer of support provided to reflect this. However, this support is currently already in place and is available now. Our School Offer provides details of the resources, interventions etc. that we provide here at Westcliff High School to support children with SEND. Due to the ever changing needs of our children there may be additional support available that has not been covered here in this document. If you would like further information about what we offer then please do not hesitate to contact our SENCO, Mrs C Dell directly.

If you are a new parent or thinking of joining us and what you feel your child may need is not qualified here please ring and make an appointment so that we can discuss your child specifically.

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## Communication and Interaction

These include

- Speech and Language Difficulties
- Disorders on the Autistic Continuum

		Provision available	Criteria
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> <li>• Access to support and advices from the specialist Speech and Language therapist obtained through the Early Help Family Support Assessment(EHFSA)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil is identified as having a social communication difficulty and is on the SEND register.</li> <li>• Teacher/parental concerns</li> <li>• Pupil is identified and is on the SEND register.</li> </ul> <p>Through the information exchange of primary and secondary school transition</p>
Communication and Interaction Needs	Autistic Spectrum Disorder (including Asperger's Syndrome and Autism)	<ul style="list-style-type: none"> <li>• Access to support and advice from the St Christopher's special school who have expertise in ASD</li> <li>• Use of Time Out cards</li> <li>• Access to a Learning Mentor or an identified LSA</li> <li>• Access to the Educational Psychologist – through the completion of an EHA</li> </ul>	

## Cognition and Learning

These can include

- Mild and Moderate learning Difficulties
- Severe or Profound Learning Difficulties
- Specific learning Difficulties

		Provision available	Criteria
Cognition and Learning Needs	Specific Learning Needs (e.g. dyslexia and dyspraxia)	<ul style="list-style-type: none"> <li>• Screening Programme and further assessment to devise a bespoke programme of study</li> <li>• Access to the educational Psychologist – through the EHFA</li> <li>• Specialised programme that develops co-ordination – gross and fine motor skills in conjunction with the Occupational Therapist (access to an OT can only be gained through the GP)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/parental concerns</li> <li>• Pupil identified through a screener test and is on the SEND register.</li> <li>• Students who have been diagnosed with specific learning needs</li> <li>• Referred through GP and/or consultant</li> </ul>

### Social, Emotional and Mental Health Needs

These include emotional and behavioural difficulties

		Provision available	Criteria
Social, Emotional and Mental Health Needs	Emotional Needs	<ul style="list-style-type: none"> <li>• Access to a Learning/teacher/sixth form Mentor</li> <li>• Access to specialist support from the Parallel Learning Trust( if required)</li> <li>• Access to Wellbeing group</li> <li>• Access to school counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• Through the behaviour management policy</li> <li>• Students whose emotional needs is having a negative impact on their development and/or academic studies.</li> </ul>
	Mental Health and Wellbeing	<ul style="list-style-type: none"> <li>• Access to a Learning/teacher/sixth form Mentor</li> <li>• Access to counsellors</li> <li>• Access to EWMHS (Emotional Wellbeing Mental Health Service) through the EHFA dependent on meeting their criteria</li> <li>• Liaison with health professional where appropriate</li> <li>• 1 to 1 with the early intervention team through</li> </ul>	<ul style="list-style-type: none"> <li>• Underachievement/stress /low attendance</li> <li>• Self- referral/parental referral</li> <li>• Self- harming/low self esteem</li> <li>• Lack of progression with school counsellor</li> <li>• Deteriorating perception of self-worth</li> <li>• Students whose mental health is having a negative impact on their development and/or academic studies.</li> </ul>

	Social Needs	<ul style="list-style-type: none"> <li>• Access to a Learning/teacher/sixth form Mentor</li> <li>• Pastoral care team</li> <li>• Support is offered and signposted to families in order to reduce the impact of disadvantage</li> <li>• Joined up working with Social Care and other outside agencies dependent on need and meeting that agencies access criteria.</li> <li>• (some services can only be accessed through the completion of an EHFSA)</li> </ul>	<ul style="list-style-type: none"> <li>• Those in receipt of transfer incomes are entitled to support which will level the playing fields to provide equal opportunities for all students e.g. job seekers allowance</li> <li>• Students whose social skills is having a negative impact on their development and/or academic studies.</li> </ul>
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### Sensory and Physical Needs

These include

- Hearing Impairment
- Visual Impairment
- Multi-sensory Impairment
- Physical Impairment

		Provision available	Criteria
	Hearing Impairment	<ul style="list-style-type: none"> <li>• Access to Hearing Impairment Specialist Teacher based at Kingsdown School</li> </ul>	<ul style="list-style-type: none"> <li>• Student being identified through specialist report/ diagnosed hearing impairment</li> </ul>

Sensory and Physical Needs	Visual Impairment	<ul style="list-style-type: none"> <li>• Access to specialist Teacher for the Visually Impaired based at Kingsdown School</li> <li>• Physical Environment Audit</li> <li>• Laptop/tablet</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil being identified through specialist report/diagnosed visual impairment</li> </ul>
	Physical Impairment	<ul style="list-style-type: none"> <li>• Disabled toilet</li> <li>• Reasonable physical adjustments</li> <li>• Access to support and advice from Physiotherapist and Occupational Therapist as required</li> <li>• Wheelchair access possible/use of lifts</li> </ul>	<ul style="list-style-type: none"> <li>• Medical evidence</li> <li>• Students with diagnosed physical impairment</li> </ul>

### Medical

This can encompass many things and will be dependent on the needs of the individual child.

		Provision available	Criteria
Medical		<ul style="list-style-type: none"> <li>• Specialist support as needed</li> <li>• Access to specialist medical professionals</li> <li>• Access to school nurse</li> <li>• Individualised Care Plan</li> <li>• Medical Room</li> <li>• Secure storage for medication</li> </ul>	Medical evidence

### Mediation and Dispute resolution arrangements



The Local Authority will provide independent mediation and dispute resolution for parents and young people on request. Mediation arrangements will be provided for parents and young people before a possible appeal to the Tribunal Disagreement resolution arrangements cover all children and young people with SEN, not just those who are being assessed for or have an EHC plan.

<b>Frequently asked questions</b>	
How will I know how my child is doing?	<p>In addition to the normal school reporting process .....</p> <ul style="list-style-type: none"> <li>• Any other information will be communicated with you on an individual basis via your child's Learning Manager, SENCO and teaching staff.</li> <li>• There is a parent consultation evening once each year where you will have an opportunity to speak to your child's teaching staff. There is one review day with form tutor to discuss progress and learning.</li> <li>• Pupils progress/ learning is monitored and reviewed regularly</li> <li>• Pupils with ISP's have a termly meeting with the SENCO to discuss targets and support strategies.</li> </ul> <p>A range of ways will be used to keep you informed which may include:</p> <ul style="list-style-type: none"> <li>• Home/school planner</li> <li>• Letters/certificates home</li> <li>• Contact from school by the Learning Manager or Pastoral Support Co-ordinator</li> <li>• Additional meetings as required</li> <li>• Parents' evenings</li> </ul>
How well does the school know how well my child is doing?	<ul style="list-style-type: none"> <li>• If your child has an ISP you will meet with the SENCO once a term. At this meeting you can update the school as to your perceptions and any recent medical implications.</li> </ul>

	<ul style="list-style-type: none"> <li>• In addition to the ISP each child has a Personal Profile which is regularly updated outside of these termly meetings which identifies strengths and weaknesses and current needs</li> </ul>
How will I know what progress my child should be making?	<ul style="list-style-type: none"> <li>• You will receive three Pupil Tracking Reports within the year, informing you about your child's progress in each subject area, comparing their current attainment against their target grade. You will also be informed about their attitude to learning in each subject with any celebrations or concerns. You will have access to 'The Gateway' to check on your child's attendance and receive the pupil tracking data.</li> </ul>
What are the school's approaches to differentiation?	<ul style="list-style-type: none"> <li>• High quality teaching within the classroom and a personalised approach to learning with the relevant support and adjustments that will maximise a child's learning.</li> <li>• Ensure that all staff working with your child is aware of your child's individual needs and what specific adjustments are needed to enable your child to make progress.</li> </ul>
What support is there for behaviour?	<ul style="list-style-type: none"> <li>• SMSC is central to all teaching and learning within the school.</li> <li>• Behaviour management systems in school are based upon encouraging pupils to make a positive decision about behavioural issues.</li> <li>• School provides effective pastoral support.</li> <li>• The school uses systems that try to their best to ensure peer friendships are maintained and no pupils feels isolated.</li> <li>• Merits and credit system in place to praise/reward effort in class, good work and contribution to the school community.</li> </ul>
How will my child/young person contribute his/her views and how will the school support my child/young person to achieve this?	<ul style="list-style-type: none"> <li>• Pupil voice mechanisms lead to changes in school practises and procedures and encourage a greater level of involvement.</li> </ul>

<p>What training are the staff supporting pupils with SEND had or having?</p>	<ul style="list-style-type: none"> <li>As and when issue arises.</li> </ul>	
<p>What specialist Services are available within or accessible to the school?</p>	<p><b>Within School</b></p>	<p><b>Outside Agencies</b></p>
	<p>CBT therapist</p>	<p>Educational Psychologist School nurse EWMHS Visual impairment specialist teacher Hearing impairment specialist teacher</p>
<p>How will I be involved in discussions about planning for my child's education?</p>	<ul style="list-style-type: none"> <li>The engagement of child and parents/carers in formulating plans to support their children is central to the work of the school.</li> <li>The SENCO coordinates all relevant support for children with SEND. This includes additional adult support, intervention, tracking and collaboration with outside agencies and ISP meetings.</li> </ul>	
<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> <li>Clubs are available before school, lunchtime and after- school. Enrichment activities are available from curriculum subject areas for catch up sessions and sporting events.</li> <li>The school library and ICT rooms are available for all students before school, lunchtime and after school for homework (independent Learning).</li> <li>Outdoor education offers a different approach to the curriculum which supports children's development</li> </ul>	

<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> <li>• The site is accessible to children with physical disability with ramps and lifts.</li> </ul>
<p>How will the school prepare and support my child to join the school, transfer to college or the next stage of education and life?</p>	<p>We recognise that moving on can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> <li>• In Year 6 your child will have a visit from one of the pastoral support team to find out about them. If your child has additional needs the SENCO will also meet with your child and her teachers in the primary school to plan transition.</li> <li>• We offer a two day transition programme to all students in Year 6 who are transferring to Westcliff High School for Girls. The students have a chance to meet key members of staff, take part in taster lessons and get to know their way around school. In some cases we offer additional visits to school.</li> <li>• If your child is moving to another school, we will contact the SENCO and ensure that they know about any special needs and support.</li> <li>• We will make sure that all records about your child are passed on as soon as possible.</li> <li>• We can arrange connexion/careers interviews for your child</li> <li>• If your child is moving onto university they will be supported by the Head of Sixth Form and the Sixth Form Pastoral support in completing their UCAS form.</li> <li>• We encourage pupils to visit universities to discover and discuss the support that they will require prior to applying.</li> </ul>
<p>How the school's resources are allocated and matched to pupils special educational needs?</p>	<ul style="list-style-type: none"> <li>• The SENCO will be involved to ensure the necessary support in place.</li> <li>• Your child will be monitored regularly and support adjusted where necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>• ICT is used to reduce barriers to learning where possible.</li> <li>• Relevant testing will be carried out and intervention applied if needed.</li> <li>• Staff will be informed of what adjustments need to take place in the classroom so your child can access the curriculum. They may be entitled to additional support either in or out of the classroom.</li> <li>• Your child may be entitled to special arrangements in exams which could include support or access to a Laptop or receiving extra time to complete exams.</li> </ul>
How does the decision made about how much support my child will receive?	<ul style="list-style-type: none"> <li>• The SENCO coordinates all relevant support for children with SEND. This includes additional adult support, intervention, tracking and collaboration with outside agencies.</li> <li>• The engagement of parents/carers in formulating plans to support their children is central to the work of the school.</li> </ul>
How does the school communicate with parent/carers whose first language is not English?	<ul style="list-style-type: none"> <li>• If parents make this request we will work with local authority services and buy in this support</li> <li>• At parents' meetings pupils are in attendance and have above average EAL communication skills to translate for their parents</li> </ul>
Who should be my first point of contact if I want to discuss something about my child?	<ul style="list-style-type: none"> <li>• For SEND needs the SENCO is the first point of contact</li> <li>• The Pastoral Support and Guidance Team: Deputy head Teacher, SENCO, Head of Sixth form, Learning Managers, Pastoral support Team, Attendance officer, teaching assistant, SEN administrator.</li> </ul>