

SHS

Your Gateway to Success
A personalised journey



Shevington High School Send Report

Including SHS Local Offer

What kinds of special educational needs do we make provision for in our school?

Staff at Shevington High School strive to fully include all students within all aspects of learning. We make provisions for all aspects of Special Educational Needs. This includes Communication and Interaction, Cognitive and Learning, Social, Emotional and Mental Health and Sensory and Physical needs.

What are our Aims?

At SHS every teacher is a teacher of SEN and we aim to achieve High Quality First teaching for every student. It is therefore the responsibility of every member of staff to remove barriers to learning for all of our students.

We aim to promote independence and equality for all of our students.

To equip students with the necessary skills for adult life.

To work in partnership with parents to ensure that all students reach their full potential.

How do we know if young people need extra help?

Pupils requiring additional support are always identified prior to transition through the close working relationship that we have with a large range of Primary Partners.

All students undertake standardised tests which are analysed in conjunction with primary school data in order to further identify any students who may require some form of additional support.

If the results alert us to lower than average attainment we will put an intervention plan into place.

The Learning Support team will then follow the cycle of, 'Plan, Do, Review' working with the pupil, teachers and parents.

Parents will always be informed if their child is identified as needing support. We greatly value parental support and working closely together.

How will Shevington High School support a child who may have specific needs?

At SHS all students have access to high quality first teaching and each lesson is adapted to meet the needs to of the students.

All staff will be aware of the entry points of students and are able to plan appropriate and differentiated work to meet individual needs. Staff receive regular and updated training in the most modern methods of supporting students.

Planning and teaching will be adapted on a daily basis as required to support all students to achieve.

Staff are trained to adjust their teaching to meet the needs to the students.

Outside agencies are used to help plan specialist support and differentiation to ensure we are able to deliver high quality first teaching.

A member of the Learning Support team will work closely with parents and carers to share a Pupil Provision Plan identifying the range of strategies and support available to the young person.

Members of our Learning Support are there to support specific students in the classroom, small groups and 1:1 sessions.

Specialist Support and specialist equipment will be available to support pupils with visual/hearing and complex medical needs. Health Care Plans will be used alongside the Pupil Provision Map as appropriate. Parents will always be consulted to ask for permission.

Special Access arrangements will be organised for pupils with SEND for Key Assessments and internal and external examinations. These arrangements may possibly include the following: additional time, laptop, rest breaks, small group, readers, scribes and prompts.

The progress of all pupils with SEND is carefully monitored by all faculties.

A school nurse is available and runs a weekly 'Drop In' session

We have a Careers Advisor in school who offers break and lunchtime 'Drop In.' SEND pupils have regular and updated Careers Interviews prior to our Option Process/Transitions to Post 16 /EHCP Reviews.

The SENCo, Learning Support and Pastoral teams liaise with a wide range of agencies: TESS, Gateway, CAMHS, EPS, Speech and Language, SPLD Team, Visual/Hearing/ Occupational Therapy Specialist Medical and Social Services and any appropriate professional bodies relevant to needs of a young person.

What training do the Learning Support Team have?

Our Learning Support team are highly skilled and valued members of staff who have an in depth knowledge of the students and their needs. A high percentage of the SEND Team are graduate professionals and are very well experienced within the school environment. Our team have received training in a range of areas including Soundwrite, Lexia, Maths Recovery, Autism, Anger Management. SEND Reforms, Muscular Dystrophy, Self-esteem, Mediating effectively and also continue to engage in their professional development.

Does Shevington ensure that children with SEND included in activities outside the classroom including educational visits?

We plan carefully to ensure that there are a range of educational visits supporting learning accessible to all our pupils. All visits are carefully planned and individual needs are carefully risk assessed and adaptations made as appropriate. Our SEND pupils are included when visits are proposed. We strive to overcome barriers and ensure that all pupils fully included in both day and residential visits.

Shevington enjoys a rich extracurricular programme. We place a high value on learning beyond the classroom. Throughout the week there are opportunities in a range of curricular areas. Activities are appropriately staffed and many pupils receive personal support in order to participate fully in the activity.

Diamond Nurture offers an enrichment and support for pupils with SEND. At break and Lunchtimes pupils gather to share refreshment, share table talk and to build supportive relationships with staff and pupils alike.

We offer a range of After – School Sporting activities for pupils with specific physical needs – including Badminton/Bocher/Wheelchair Rugby.

How accessible is the school environment?

The vast majority of our school site and facilities is available to all staff and pupils. A very small number of rooms are difficult to access for pupils with physical difficulties. We always ensure that this is discussed when we plan curriculum for young pupils with SEND. The school has a lift to the second floor of our main school building. All our other buildings are on ground level. We have ramps and hand rails situated

where appropriate. We have toilets and showers with disability access. We also have a specially adapted toilet/shower and changing area with a changing bed and transfer aids. We have hearing adapted resources to support visual impairment. We ensure when planning for pupils with SEND at Shevington High School that we make arrangements so that all students can participate in every learning environment.

How will Shevington prepare and support my child when joining the school/transferring or moving on to the next stage of education or life?

We work collegiately with all settings where pupils are transferring to and from. We believe that careful and appropriate planning ensures smooth and effective transition and is in the best interests of young people.

We work closely with feeder primary schools to ensure a smooth effective transition into secondary school. We also offer a Summer School which supports this process. Year six students have taster sessions and an open evening for parent to attend. Students who are identified as needing some extra support will also be offered additional taster sessions to support their transfer. We also offer arrange of transitional activities such as Literacy and Numeracy days for year six pupils and college transition days and Preparation for Work Days for our older students.

The SENCo or HLTA will meet with parents, primary colleagues, colleges, Local Authority SEND Team and other involved professionals in order to develop an effective Pupil Plan for transition.

How will our school help you to support your child's learning?

We encourage you to be involved in your child's learning. Throughout the year we report back to parents with screening information and parental engagement activities such as Review Days. We may also use Home/school books, letters and certificates and additional meetings as required. Parents are involved in creating Pupil Provision Maps. Parents can also access a range of staff and support professionals at Review Days and Parent Information Evenings. Parents can contact school during working hours and speak to a member of the Learning Support team.

How are students consulted?

Students are invited to attend their reviews and their wishes and feelings are listened to. We also ask students to share what is important to them when writing their Pupil Profiles which are then shared with all members of the teaching staff. Students are also actively engaged in their own target settings and are able to contribute to the whole assess, plan, do, review cycle.

How are new technologies used to support students?

We are always on the lookout for new technology which we can use to benefit our students. It is used to support some of our learners both in and out of the classroom. We have access to a variety of specialist online learning packages accessed through computers such as IDL which is used as an intervention tool for with some of our students. Laptops, iPads and reading pens are available to students. In addition to general use in lessons, these may be used to remove barriers to learning for our students. Some students also have the use of a laptop in every lesson if it is part of the provision plan put into place for them. Some students may also use a laptop for assessments and exams when appropriate. Please see our access arrangements policy for further information.

Data protection and confidentiality

Health and safety

Who can I contact for further information?

Miss L Hawthornthwaite (SENCo)

If you have any concerns relating to SEND provision or wish to make a complaint please speak to the Head Teacher or SENCo.

Michelle Foster – Governor

Wigan Council's local offer sets out a range of information and support services which may be available to you and your child.

