



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?

- 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.

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.

How do we know if young people need extra help?

Students' progress is monitored and tracked throughout the year by subject teachers, faculty leaders and the senior leadership team. All students complete Cognitive Ability Tests and the New Group Reading Test in year seven. We study this data alongside primary transition information and the National Curriculum KS2 test results. If the results alert us to lower than average attainment we will aim to put an appropriate intervention plan in place. The Learning Support team will then follow the cycle of, 'Plan, Do, Review' working with the pupil, teachers and parents. Parents will 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.

Specialist support from the Wigan TESS and Educational Psychology Service may be requested by the SENCO to help plan specialist support and differentiation.

Students requiring additional support will have a Pupil Provision Plan in place 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. Educational 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 may 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. These arrangements will be allocated according to need based upon standardised data, teacher feedback and the student's normal way of working.

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. The SEND Team 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 High School ensure that children with SEND are 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. There are a range of activities planned specifically for the Diamond nurture group including Wigan Just Join in events, Manchester University and a gardening club.

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 pupils gather to share refreshment, share table talk and to build supportive relationships with staff and pupils alike.

How accessible is the school environment?

The 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 the 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. Ramps and hand rails situated where appropriate, toilets and showers with disability access are available. 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. When planning for pupils with SEND at Shevington High School arrangements are made so that all students can participate in every learning environment.

How will Shevington High School 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 may 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 throughout the key stages.

How will Shevington High 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 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 when appropriate. 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.

How will my Shevington High School support my child's overall wellbeing?

A strong pastoral team led by the Director of Inclusion regularly monitor attendance, punctuality and behaviour. All students have access to a personal coach who they meet with on a regular basis to set themselves targets and review their progress towards them. Students are encouraged to begin setting goals at the beginning of year seven and with the support of their coach will set smart targets to achieve them. The school also employs two Pastoral Managers who are available to support students overall wellbeing. These staff also work closely with parents to support students.

Student Voice is highly valued and the student council are consulted regularly and confidently raise issues that are important to them.

SEND students are monitored closely for attendance issues and the SENCO kept informed of any attendance issues. The SENCo then works closely with the Director of Inclusion and Pastoral Managers to encourage improved attendance and look and how any issues around attendance can be rectified.

The school also benefits from having access to a school nurse and a CAMHS link worker to support students and advise staff as and when appropriate. The school employs a teacher who is able to deliver Oasis time therapy sessions.

Who can I contact for further information?

Mrs Ince-Sargeson (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.

You can access this information here <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>