

# Special Educational Needs Information Report 2015-16

## Shevington High School

### 1. 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.
- We believe that early identification of personal needs is essential in order that we can create Pupil Provision Map ensuring that pupils receive support appropriate to needs.
- We are committed to working closely with parents/carers and outside agencies in order to ensure that a multi – faceted approach to support is established.
- All faculties in school have their own dedicated Faculty Support Professional who supports identified young people.
- All faculties in school meet on a scheduled basis to discuss the progress of young people in their curricula area. The Faculty Support Professional will communicate with the SEND Faculty if there are any specific issues.
- Parents will always be informed if their child is identified as needing support. We greatly value parental support in working closely together.
- A range of baseline testing (reading, writing and numeracy) can also aid the early identification of pupils who would benefit from additional support.

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- If you have a concern please contact a member of the SEND Team led by Mrs Lynn Douglas (Assistant Headteacher.)
- We offer a 'Drop In' SEND service each Monday morning 8.45am – 9.30am. This is an opportunity for parents/cares to discuss any concerns that they might have.
  - Representatives of the SEND Team are always available at Transition Meetings and Parent Consultation Evenings.

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

- All Shevington 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.
- A member of the SEND 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.
- A member of our HLTA Team (Helping Learners to Achieve) - Nurture Learning Team and Faculty Intervention Team will be available to support identified learners in the classroom, small group and 1:1 sessions.
- Specialist Support (Appropriately trained staff) 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.
- 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 and an overview of progress is shared with the SEND Team.
- Shevington has the services of a trained School Counsellor
- A school nurse is available and runs a weekly 'Drop In' session
- We have a careers advisor in school two days each week who offers break and lunchtime 'Drop In.' SEND pupils have regular and updated Careers Interviews prior to our Option Process/Transitions to Post 16 /Statement/EHCO Reviews.
- Shevington liaises 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, relevant to.

#### **4. What training do the SEND Team have?**

- A high percentage of the SEND Team are graduate professionals.
- We regard continuous Professional Development as a high priority for our team.
- We continually design training to meet the wide range of needs amongst our pupils.
- Training takes place in our school and also externally,
- Staff have received training in the following: Soundwrite, Lexia, Maths Recovery, Autism,

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#### **5. 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.
- From MONDAY TO Friday there are opportunities in a range of curricular areas. Activities are appropriately staffed and many pupils receive person 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 Sundown School each night 3pm – 4pm Monday to Friday for Year 7 pupils. This popular activity supports homework and offers a range of other activities to include: personalised literacy and numeracy programmes languages/technology arts. Sundown School is well attended by Year 7 including our SEND pupils who are well supported.
- Targeted Homework Clubs are available after – School for all year groups. There is extra support always available
- We offer a range of After – School Sporting activities for pupils with specific physical needs – including Badminton/Bocher/Wheelchair Rugby. We have a key member of our Support Team who encourages and supports pupil with physical difficulties to participate in Sport in school and at outside venues and competitions right through to Olympic Sport competition level.
- Parent are frequently involved and are also keen spectators.

#### 6. *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 discussed when we plan curriculum for young pupils with SEND.
- Shevington High School has a lift to the second floor of our main school building. All our other building are on ground level.
- We have ramps and hand rails situated where appropriate.
- We have toilets and showers with disability access.
- We have a changing bed and specialised transfer aids.
- Our classrooms will include desks, benches/chairs and boards customised to meet the needs of all or young people with physical difficulties.
- We ensure we have effectively support pupils with hearing loss and specifically adapted resources to support visual impairment.
- We ensure when planning for a pupils with SEND at Shevington High School that we make all adaptations and arrangements so that they can participate in our whole learning environment.

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

- Shevington will meet with parents/primary colleagues/transferring/ transferring mid-term school representative/colleges/Local Authority SEND Team and other involved professional in order to develop an effective Pupil Plan.
- We invite pupils and parents transferring to us to visit school to tour our site and to meet key members of staff.
- We offer arrange of transitional activities – Diamond Nurture Support/Transition Days/ Champions Literacy/Numeracy Transition Days/College Transition Days/Preparation for Work Days.
- 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.

## 8. How are the school's resources allocated and matched to children's Special Educational Needs?

- A large proportion of our SEND allocation supports staffing. We have a large and very experienced Support Team. A number of our SEND pupils have 1:1 support as outlined in their Pupil Provision Map, Statement or EHCP.
- We are committed to funding a rich Professional Development Programme thus ensuring that all our staff are at the vanguard of training and development and able to support a range of diverse needs in an effective way.
- We fund a team of three "Helping Learners to Achieve" (HLTA) to work in a targeted way with underachieving pupils in Years 7-9.
- We have a Faculty Support Structure in place. All faculties have a subject specific support person.
- We have a Nurture / Learning Team who support our pupils with a range of needs in addition to learning, physical/social – emotional – behavioural.
- We continued to invest in our Nurture Programme which has received national acclaim for its impact on young people. We provide Nurture Staffing and weekly Lunch Club sessions.
- We invest in the staffing of our Shevington Sundown School and a range of other After School Groups - aimed at offering support to young people with a range of needs.
- We continue to add to and ensure the quality of our specialist provision – disability accessibility, specialist equipment to ensure all young people participate in whole school curriculum and enrichment.

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- Provision Maps are regularly reviewed and evaluated alongside the screening of pupil performance data. Pupil/parent and staff are always involved in this process.

## 10. How are parents involved in the school? How can I get involved?

- Parents have a key role when working closely with us and any agencies involved with their child.
- Working with parents starts prior to transfer at any stage in a young person's life.
- Parents are involved in creating Pupil Provision Maps and the following reviewed evaluation meetings.
- Parents 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 SEND Team.
- Parents are able to visit our 'Drop In' each Monday morning at 8.45am-9.30am to enjoy tea or coffee and to ask any questions about their child's work and support in school.
- We do have a number of parents who have worked as volunteers to support our pupils, particularly in our Nurture/Learning area.

### 11. Who can I contact for further information?

- Mrs L Douglas (Assistant Headteacher) is the key leadership contact for the SEND Faculty.
- Miss M Foster (Chair of Governors).
- Mr J Grant (Headteacher).
- Parents are invited to contact school to speak to a member of the SEND Team at any time.
- Shevington High School's SEND Policy and an Introduction to SEND Faculty are available on our website.

[www.wigan.gov.uk/sendlocaloffer](http://www.wigan.gov.uk/sendlocaloffer)

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