



Shevington High School Information Report

SHEVINGTON HIGH SCHOOL

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1. Aims

Our SEN policy and information report aims to:

- 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 Shevington High School every teacher is a teacher SEND and we aim to achieve the highest quality of quality first teaching for every student. It is therefore the responsibility of all members of teaching and support staff to work together to identify, monitor and assess student's barriers to learning by gathering and sharing information.

We want every student through personalised learning and clear goals to stretch their boundaries and learn more than they thought possible. At the heart of our curriculum we recognise that every student is different and we allow them to personalise the pace, depth and ways of learning. To strive to support all students to make progress to overcome all barriers to learning and ensure pupils with Special Educational Needs and Disabilities have full access to the National Curriculum. This will be co-ordinated by the SENCO and Learning Support Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Lindsey Ince-Sargeson

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The SENCO along with teachers and support staff will carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

All students will be involved in a range of transition activities whilst in primary school. In addition to this the transition lead and SENCO will attend meetings with primary school leaders and parents in order to gather information about student's needs. This is used to build a picture of need which is shared with teaching staff to ensure that barriers to learning are identified and planned for appropriately.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

When it has been identified that a student may require additional support with transition and preparation for adulthood we will work with the students and their family to put a bespoke plan in place. This will often include meetings with further education providers to support students with transition to college. It may include additional visits to college and practice making the journey to college using public transport.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- IDL Literacy
- IDL Numeracy, Timetable Rockstars
- Paired reading
- Talking Partners
- Language Bites
- Talking about conversations
- Explain, predict, imagine
- Social Stories
- Emotional Regulation
- Spelling
- Handwriting/Word processing
- Memory
- Homework support

*Interventions are dependent upon the current needs of our cohort and are constantly revised as recommended by external professionals.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, Chromebooks, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a team of 12 Teaching Assistants and 2 Higher Level Teaching Assistants who are trained to deliver interventions and provide student support.

Teaching assistants will support pupils on a 1:1 basis, small groups and in classes depending on the needs of students and specialist provision which has been planned internally or recommended by external professionals. We follow the Education Endowment Foundation guidance on use of Teaching Assistants as far as possible to ensure that Teaching Assistants are used appropriately to support students to be independent in their learning.

We work with the following agencies to provide support for pupils with SEN:

- Targeted Education Support Service (TESS)
- Educational Psychology Service
- Children's Occupational and Physiotherapy Service
- Speech and Language Therapy team
- School Nurse
- Startwell
- School's Outreach Service
- Ethnic Minority Achievement Service
- Special Educational Needs and Disability Service
- Child and Adolescent Mental Health Services

5.9 Expertise and training of staff

Our SENCO has four years of experience as a SENCO and has worked as an RE teacher, Careers Coordinator, PSHE Co-ordinator and Examiner and is allocated seventeen hours a week to manage SEN provision.

We have a team of twelve teaching assistants and two higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in a range of areas including implementing access arrangements, Understanding Autism, Writing Social Stories, Understanding ADHD and Emotional Regulation.

Support staff use Google Chromebooks to support students in lessons discreetly and to promote independence of students.

5.10 Securing equipment and facilities

The school is well equipped to support a range of needs but in the instance that equipment and facilities needed to support a student is not available the school will work with specialist agencies to secure what is needed. If the funding for equipment is above the notional budget allocated for each student an application for a Educational Health Care Plan may be sought or advice from the School Send Officer may be sought.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions when completed
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school's accessibility plan can be found on the school website in the policy section.

We aim to ensure that nothing we do as a school places a disabled student at a disadvantage compared to other students. However where we have to do so, we make reasonable steps to try to avoid a disadvantage

The majority of our school site and facilities is available to all staff, students and visitors. A very small number of rooms are difficult to access for pupils with physical disabilities. We always ensure that this is discussed when we plan the curriculum for students with SEND. The school has a lift to the second floor of our main building (there are two classrooms which cannot be accessed using this lift), all other buildings are on ground level. Ramps and handrails situated where appropriate, showers and toilets with disability access are available. We also have a specially adapted toilet/shower and changing areas with a changing bed and transfer aids.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Nurture groups and activities to promote teamwork/building friendships if and when appropriate.
- All students take part in PSHE lessons as a timetabled lesson. Students have a thought of the week and take part in planned activities to support their personal wellbeing throughout the year.
- Every student has a coach who is usually their form tutor and would be their first point of contact if they needed some emotional support. In addition to this each student has either a non-teaching head of year or a Pastoral Manager who will also provide support for emotional and social development.
- Students who may require additional support in this area may access other services such as being referred (with their parents consent) to the schools CAMHS link worker or access Oasis therapy sessions.
- Support Staff may also put in place a strategy to support the student such as a Strength and Support plan.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work with a range of agencies to plan how best to support students along with the students and their families. The school may request involvement from external agencies when further support, advice and guidance is needed to fully support every student. This is shared with and done with the parent's consent. We endeavor to put in place recommendations made by external agencies when appropriate.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher or SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

For a full range of services provided by Wigan Council please refer to

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/Parent/Advice/Support-and-advice/Index.aspx>

5.17 Contact details for raising concerns

Mrs Ince-Sargeson (SENCO) lhawthornthwaite@shevingtonhigh.org.uk

Mr Grant (Headteacher)

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions