

**Shevington High School**

**SEND Policy**

**SHEVINGTON HIGH SCHOOL**

Headteacher: Mr J Grant

Shevington Lane, Shevington, Wigan, WN6 8AB

Tel: 01257 400990 Fax: 01257 400992

Website: [www.shevingtonhigh.org.uk](http://www.shevingtonhigh.org.uk) Email: [enquiries@shevingtonhigh.org.uk](mailto:enquiries@shevingtonhigh.org.uk)

http://www.themeparktourist.com/images/facebook-icon-small.pngfacebook.com/shevingtonhigh http://www.fidelta.co.uk/images/twitter-icon-small.jpg twitter.com/shevingtonhigh

The SEND Policy takes into account:

* Part 3 of the Children’s and Families Act 2014
* The Code of Practice 2014
* The Special Educational Needs and Disability Regulations 2014
* The Special Educational Needs (Personal Budgets and Direct Payments) Regulations
* The policy of the Local Authority and the aims of the school as outlined in school
* Documentation
* DfE Mental Health and Behaviour in School (2018)

**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.

Shevington High school (SHS) recognises that all students are different and so we seek to provide a personalised journey to success for all of our students. We endeavor to identify and nurture the ability and talent in every student through a range of experiences and opportunities so that everyone has the chance to shine.

At SHS we place a strong emphasis on recognising that every teacher is a teacher of SEND. We aim to achieve High Quality First teaching for every student as we firmly believe that the first response to supporting students with SEND is the highest quality lessons. It is therefore the responsibility of every member of staff to remove barriers to learning for all of our students and ensure that learning is personalised and students are challenged appropriately in all lessons.

**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.

The SENCO and Director of Learning work closely with all feeder schools to share information to begin painting a picture of need for all students when students have been allocated a place at the school. For SEND students this process may begin much sooner especially if the student has an EHCP meeting. A member of the Learning Support team will attend reviews and planning meetings to best prepare the student and their family for their transition to secondary school. This ensures that needs already identified are planned for.

Students who have been identified as on the SEND register at primary school will complete a range of assessments carried out by the Learning Support team to identify any areas that may require further support or intervention. In addition to this all students complete the New Group Reading Test (NGRT) and Cognitive Ability Tests (CATS). We study this data alongside primary transition information and the National Curriculum KS2 test results to plan appropriate interventions or carry out further assessments to identify a clear picture of need as appropriate. 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 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.

Students who are identified as having a special educational need or an additional need requiring specialist support, intervention or staff awareness will have a learning profile. Each learning profile is personalised to address any barriers to learning, needs and strategies for quality for teaching. These are reviewed regularly and all staff will use the profiles to inform the lesson planning and teaching.

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

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

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

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, 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.

**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 parents 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 other 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.

When parents and students have been unable to visit school due to Covid regulations we have made extensive use of technology to provide a range of successful virtual events.

**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.

**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/SpecialEducational-Needs-and-Disability/Local-Offer/index.aspx](https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx)