



Shevington High School

SEND information report

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including: Dyslexia, Dyspraxia, Dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Oppositional Defiance Disorder (ODD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
	Sensory Processing Disorder

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Miss K. Milward

She has 6 years of experience in this role and have worked as a Spanish teacher, Specialist Dyslexia Teacher and an Access Arrangements Assessor.

She achieved the National Award in Special Educational Need Co-ordination in 2019.
She is allocated 13 hours a week to manage SEND provision.

Assistant SENCO

Our Assistant SENCO is Miss M. Scarfe.

She has 8 years of experience managing an autism provision within a mainstream high school.

Previous to this, she worked with Autism Initiatives supporting primary and secondary students in mainstream settings.

Teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Teaching Assistants (TAs)

We have a team of TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Our teaching assistants who are trained to deliver interventions such as IDL literacy and numeracy, Soundwrite, emotional regulation, Therapeutic Lego support and Talking Partners.

In the last academic year, TAs have been trained in Adverse Childhood Experiences, understanding epilepsy, understanding diabetes and Abbott Freego Pump Training.

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

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families.

These include:

- Educational psychologists (Wigan EPS)
- GPs, paediatricians and targeted medical services
- Social services and other LA-provided support services
- Targeted Education Support Service (TESS)
- Educational Psychology Service
- Children's Occupational and Physiotherapy Service
- Speech and Language Therapy team
- School Nurses
- Startwell
- School's Outreach Service
- Ethnic Minority Achievement Service
- Special Educational Needs and Disability Service
- Child and Adolescent Mental Health Services (CAMHS)

3. What should I do if I think my child has SEND?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
<p>If you think your child might have SEND, the first person you should contact is our SENCO, Miss K. Milward who will be in touch to discuss your concerns.</p> <p>You can contact the SENCO directly. KMilward@shevingtonhigh.org.uk</p> <p>You should receive an acknowledgement email or phone call within two working days. If you have not, please telephone the school office 01254 400990</p>	<p>We will meet or arrange a phone call with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p>	<p>If we decide that your child needs SEND support, we ask for your consent for your child to be added to the school's SEND register.</p>

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include struggling to access or complete work.

If the teacher notices that a pupil is not making progress, they will try to find out if there are any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will refer to the SENCO, who will contact you to discuss the possibility that your child has SEND.

The SENCO will collate feedback from teachers to see what their strengths and difficulties are. They will use feedback and assessment data to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate with parental consent, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

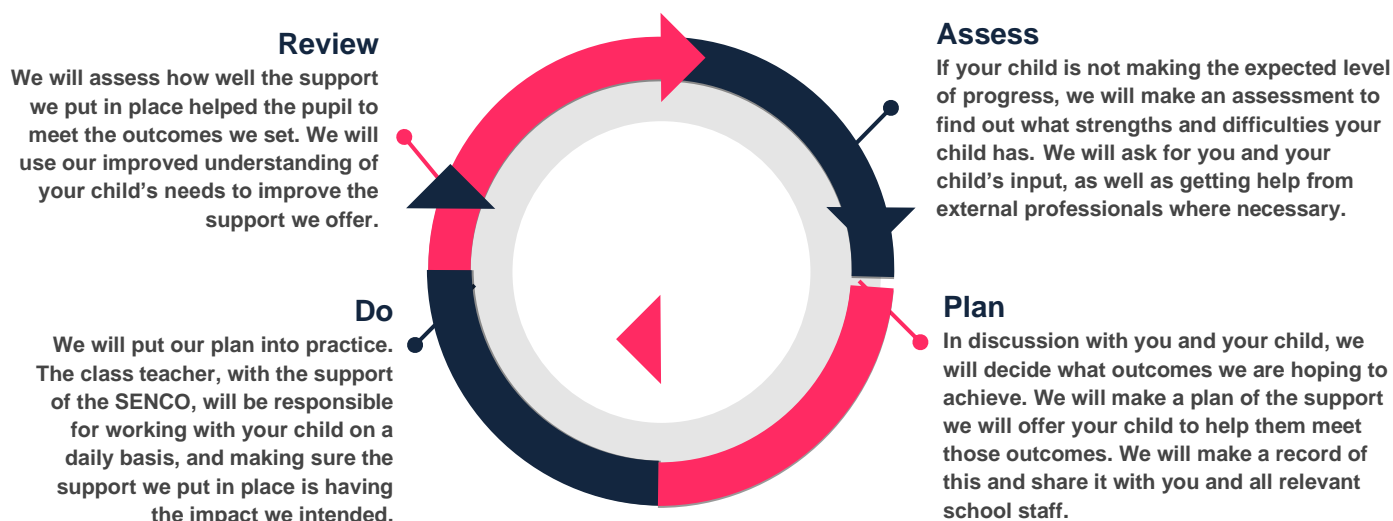
Based on all of this information, the SENCO will decide whether your child needs SEND support.

If your child does need SEND support, their name will be added to the school's SEND register with parental consent, and the SENCO will work with you to create a SEND support profile for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress and one parents evening.

You will be invited to SEND review meetings to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. If you have concerns that arise between these meetings, please contact the SENCO.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching and making reasonable adjustments, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support class teaching in lessons that may require additional adult support.
- Teaching assistants will support students requiring physical and/or medical support around the school building an in lessons.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals
- Reviewing the impact of interventions after 7 weeks
- Monitoring by the SENCO and assistant SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)
- SEND review meetings.
- The teacher's assessment and experience of the pupil

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If the funding for equipment is above the notional budget allocated for each student an application for an Educational Health Care Plan may be sought or advice from the School Send Officer may be sought.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

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 SEND or disability.

12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

At Shevington High School we strive to be a fully inclusive school. All pupils are welcome, including those with Special Educational Needs and disability, in accordance with the school's Admissions Policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with an EHCP educated in the mainstream the Local Authority (LA) must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

If a child has a statement of special educational needs or education, health and care plan (EHCP) then the child's primary school will arrange a meeting to discuss their move into secondary education in either the Summer Term when they are in Year 5; or the Autumn Term when they are in Year 6.

The SENCO and Assistant SENCO review the transfer information to identify all pupils who will require specific support to facilitate a smooth transition. The SENCO or Assistant SENCO attends the Annual review meetings for those Y6 pupils who have already decided to attend Shevington High School.

For pupils identified as vulnerable or anxious during the transfer process, a more comprehensive transition program is put in place during the summer term.

If it is felt that a special school may be more appropriate, this would normally be discussed at the transition review meeting, but you must still apply for mainstream school even if a place at a special school is being considered for your child. Parents/Carers should apply online at Wigan Council (<https://www.wigan.gov.uk/Resident/Education/Schools/School-Admissions/School-Admissions.aspx>) before the 31st October of each academic year.

13. How does the school support pupils with disabilities?

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

Most of the 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.

14. How will the school support my child's mental health and emotional and social development?

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

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND may also be encouraged to be part of break and lunch clubs to promote teamwork/building friendships
- We have a 'zero tolerance' approach to bullying
- HLTAs can support students with emotional regulation strategies in intervention groups
- The school has access to a CAMHS link worker, school counselling, Local Authority Educational Psychologist and Gateway services. These services can be accessed through the SENCO or Head of Year with parental consent
- 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
- Support Staff may also put in place a strategy to support the student such as a Strength and Support plan, exam support
- School has a school counselor who attends school 1 day a week and students can be referred to him

15. What support will be available for my child as they transition between classes or settings or in 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.

16. What support is in place for looked-after and previously looked-after children with SEND?

Mr D. Morgan will work with Miss K. Milward, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

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

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

- Mediation in the EHC Pathway (wigan.gov.uk)
- Mediation – Embrace (embracewiganandleigh.org.uk)

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at [What support is available for parent carers? \(wigan.gov.uk\)](#)

Wigan Council publishes information about the local offer on their website: [About the Local Offer \(wigan.gov.uk\)](#)

Lancashire Council publishes information about the local offer on their website [Special educational needs and disabilities - local offer - Lancashire County Council](#).

Bolton Council publishes information about the local offer on their website [Home – SEND Local Offer \(bolton.gov.uk\)](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [Wigan SENDIASS](#)

For other areas please see [Find your local IAS service \(councilfordisabledchildren.org.uk\)](#)

Local charities that offer information and support to families of children with SEND are:
[Embrace \(embracewiganandleigh.org.uk\)](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – When teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages