



**Standish Community High School**

**SEND Provision**

**be** Outstanding!



**Introduction:**

The overriding ethos of Standish Community High School is one which encourages all pupils to realise their potential through an outstanding ethos.

This SEND School Information guide is a document which will support pupils, parents, staff and governors.

**1. How does the school know if children/young people need extra help?**

	Information
How does the school identify pupils with special educational needs?	<p>At Standish Community High School, we have a focused approach to transition. Every pupil is known before they start Standish Community High School.</p> <ul style="list-style-type: none"><li>• There is effective communication between our feeder schools and Standish Community High School where necessary information is shared prior to your child starting the school in Year 7.</li><li>• Pupils are screened in the first four weeks of Year 7 using Cognitive Assessment Tests (CATS), STAR Reading Tests and a Mathematic baseline assessment. This helps our school to develop their learning profile further. Individual subjects may also carry out base-line assessments.</li><li>• We listen carefully to concerns raised by parents and act accordingly.</li><li>• We rigorously monitor and track pupil performance and keep parents informed of their child's progress and achievements.</li></ul>



<p>How do teachers raise any concerns they may have?</p>	<p>In line with the new Code of Practice 2014, Standish Community High School has a graduated approach to providing support to pupils with additional needs. These include:</p> <ul style="list-style-type: none"><li>• Quality First Teaching – the classroom teacher is best placed to monitor your child’s progress and provide initial support to overcome barriers to learning.</li><li>• Wave 1 and Wave 2 intervention will be implemented by the class teacher and Head of Department to address any additional support for your child, to ensure progress is being made.</li><li>• If the class teacher feels that additional intervention is needed, the student will be referred to pupil services for further assessment which may eventually involve outside agencies.</li><li>• We will endeavour to ensure parents are kept informed at all stages.</li></ul>
--	--

**2. What should I do if I think my child/young person may have additional educational needs?**

<p>What are the processes for parents/carers raising any concerns with school?</p>	<p>Standish Community High School values the home and school partnership and is committed to developing positive dialogues to address any issues you may have.</p> <p>In the first instance, parents are encouraged to contact either the form teacher or subject teacher to discuss any concerns.</p> <p>There are a number of ways that you can communicate with school:</p> <ul style="list-style-type: none"><li>• Student Planners</li><li>• Parent’s Evenings</li><li>• Telephone</li><li>• Additional meetings on request.</li><li>• Email</li></ul>
--	---



### 3. How will school staff support my child/young person?

<p>Who will oversee and plan the education programme?</p>	<p>At Standish Community High School, we believe that our detailed knowledge of your child helps us to plan and support appropriate interventions.</p> <p>Our ethos is to be ‘outstanding’ within learning and teaching through:</p> <ul style="list-style-type: none"><li>• High quality classroom teaching</li><li>• Appropriate differentiation</li><li>• Active learning within the classroom</li><li>• Effective feedback</li><li>• Marking and planning for progress</li></ul> <p>Education programmes in the first instance are planned and delivered by the classroom teacher. A graduated response to need is implemented through Wave 1, Wave 2 intervention introduced initially by the teacher, then the Head of Department and finally the Pupil Services Department.</p>
<p>What will their roles be?</p>	<p>The role of the teachers and support staff within individualised education programmes are:</p> <ul style="list-style-type: none"><li>• Matching additional support to need.</li><li>• Providing the expertise to support learning.</li><li>• Adopting the ‘plan, do, review’ approach to intervention.</li><li>• Informing students of their targets.</li><li>• Communicating with home and responding to parental concerns.</li></ul>
<p>Who will explain this to me?</p>	<p>At Standish Community High School, we pride ourselves on the positive relationships we have with parents and the high level of communication that exists in our partnership. If you wish to ask any questions, please feel free to contact :</p> <ul style="list-style-type: none"><li>• Form tutor;</li><li>• Head of Year;</li><li>• Pupil Services</li><li>• Mrs Murray Assistant Head Teacher/SENCo</li></ul>



<p>How the school governors are involved and what are their responsibilities?</p>	<p>The school has a designated governor who has a focus on additional needs at Standish Community High School.</p> <p>The named governor regularly meets with Mrs Murray (AHT/SENCo) to quality assure current practice and look at ways to improve provision for SEND students.</p>
<p>How does the school know how effective its arrangements and provision for children and young people with special educational needs are?</p>	<p>At Standish Community High School, pupil progress is tracked and monitored effectively through:</p> <ul style="list-style-type: none"><li>• Regular constructive feedback by the class teacher;</li><li>• Outstanding Progress Targets;</li><li>• Interim assessments which look at both progress and attitude to learning;</li><li>• Assessment grade trawls with subject and form teachers;</li><li>• Parent's Evenings;</li><li>• Data tracking;</li><li>• Intervention tracking;</li><li>• Annual exam results.</li></ul> <p>The impact of support is regularly reviewed in consideration of progress towards targets and pupils are given the opportunity to review their strengths and set their own targets for improvement.</p> <p>The progress of pupils with additional needs is regularly reviewed by the SENCo, Heads of Departments, Heads of Year and Senior Leadership Group to ensure that they are making good progress.</p> <p>Analysis of results information at the end of KS4. (Raw data, ASP, Inspection Dashboard and SISRA)</p>



#### 4. How will the curriculum be matched to meet my child's needs?

<p>What are the school's approaches to differentiation? How will that help my child/young person?</p>	<p>At Standish Community High School, we provide a broad, balanced, relevant and appropriately differentiated curriculum which will meet your child's needs.</p> <p>Classes can be either mixed ability or setted. Groups are regularly reviewed and where necessary, sets can be changed.</p> <p>Within lessons, opportunities are created to allow for a wide range of activities including individual, paired and group work. Pupils are encouraged to assess their own and others work in order to use self-reflection and feedback as a tool to improve.</p> <p>Teaching is tailored to the needs of the individual and takes account of different types of learner – visual, auditory and kinaesthetic. The quality of teaching is regularly monitored to ensure high standards in all areas.</p> <p>All subjects look to encourage the pupil's understanding of literacy and numeracy to support high achievement for all.</p> <p>For some pupils, additional support is necessary. This can include a modified curriculum which is designed to overcome any difficulties through targeted small group/individual support. Short term targets are set which prioritise key learning areas or behaviours in order to overcome difficulties.</p> <p>Additional curriculum guidance is available in Year 9 in order for pupils and parents to make a thorough and well-informed choice about options for Key Stage 4. For a very small number of pupils, this may include a personalised pathway to meet individual needs.</p> <p>For the majority of pupils with additional needs, the aims of differentiation is to allow them to 'catch up' and 'keep up'.</p> <ul style="list-style-type: none"><li>• The school co-ordinates 'Teaching and Learning' hubs who focus specifically on differentiation for all students, marking and feedback and questioning.</li></ul>
---	--



**5. How will both you and I know how my child/young person is doing and how will you help me to support my child's/ young person's learning?**

<p>In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?</p>	<p>At Standish Community High School, we are committed to establishing a positive partnership between home and school in order to ensure children are given the best opportunity to reach their full potential.</p> <p>In addition to normal reporting arrangements, communication is encouraged through:</p> <ul style="list-style-type: none"><li>• Student planners.</li><li>• Direct communication between school and home via phone calls/text messages/School Coms/ email enquiries.</li><li>• Additional consultations when requested by either staff or parents;</li><li>• Curriculum evenings/learning events.</li><li>• Informal coffee mornings held on Wednesdays.</li></ul>
<p>How will I know what progress my child/young person should be making?</p>	<p>Interim assessments and assessment weeks inform our grade trawls. These contain information about how well your child is making progress against their end of year targets and how well they are engaging in their learning.</p>
<p>What opportunities will there be for regular contact about things that have happened at school?</p>	<p>Information about activities that take place in school are available via the school website, letters, parent newsletters and 'School Coms'.</p> <p>If you wish to discuss an area specific to your child, the first point of contact for all pupils is the form tutor or the subject teacher.</p> <p>Parents are informed of any interventions and in some cases, a home-school book is issued to help overcome specific barriers to learning.</p>



<p>How will you explain to me how his/her learning is planned and how I can help support this outside of school?</p>	<p>Information about how learning is planned is available in a variety of forms. For specific interventions, such as IDL and STAR, hand-outs are available which explain how the intervention works and what support you can offer as parents. Key stage 3 are set subject personalised targets in line with their flight path.</p> <p>Parents' evening gives an opportunity for staff to inform parents of specific skills and contexts covered in the curriculum.</p> <p>Parents are encouraged to contact the school if they would like any additional support.</p> <p>Curriculum areas via the website.</p>
<p>How and when will I be involved in planning my child's education?</p>	<p>Any pupil who has been identified as having an additional need will have an individual education plan which informs staff of the additional need, recommendations for the classroom and possible resources to support teaching and learning.</p> <p>All statements and EHCPs are reviewed on an annual basis which are carried out in line with the statutory guidance. Advice is provided by the school, external agencies where applicable, the student and the parent/carers. Documentation is shared in advance and meetings are held with parents/carers and pupils to be an active part in the planning process.</p>



## 6. What support will there be for my child's/young person's overall well-being?

<p>What is the pastoral, medical and social support available in school for pupils with SEND?</p>	<p>Standish Community High School is immensely proud of its outstanding pastoral care system for all pupils.</p> <p>All pupils have a designated form tutor and a full time Head of Year who support pupils not only academically but also socially and emotionally.</p> <p>Pupil services is located in the hub of the school and offers further support for learning, social and emotional needs. External agencies access pupil services to support our children with complex needs.</p> <p>The school also operates an 'Independent Study Group' within the curriculum as an alternative pathway for some of our students in order to enhance literacy and numeracy skills further.</p> <p>Numerous clubs are available within pupil services to help our students with social development.</p>
<p>How does the school manage the administration of medicines and providing personal care?</p>	<p>Medication is administered in line with the school's health and safety policy and is kept under lock and key in the key stage offices. For the safety of all the school community, students are not allowed to carry medicines in school unless they are for emergency treatment e.g. asthma inhalers and epipens. A risk assessment will be in place for these students.</p> <p>All prescription medicines must be in the original packages with the pharmacy instructions label attached.</p> <p>Health care plans are completed in conjunction with home and school, and where appropriate, with medical professionals. These are held centrally in the key stage offices, attached to linked documents in SIMS and are reviewed annually.</p> <p>Staff are informed of any existing medical conditions and additional training is arranged on a needs basis.</p> <p>Although the school does not have any health or therapists in residence, an appointment can be made with the school nurse to visit a child on site, with parental permission and subject to the school's safeguarding policy. There are regular visits from Sensory Support Services, Occupational Health, Physiotherapists, Speech and Language Therapists, Educational Psychology Service, Counsellors and Social Care Workers.</p>

<p>How does the school support young people during unsupervised times and how are transitions managed between different activities during the day?</p>	<p>Standish Community High School seeks to maintain a safe environment for all pupils at all times. Although we do not operate before school clubs, pupils have several options to them at these times. Before school, the canteen is open for breakfast at 8.00 and students are welcome in Pupil Services from 8.30am. After school, there are various activities throughout the year including school productions, sports and additional study. It is the pupil's responsibility to inform their parents if they are staying after 3.05 pm for any of these activities.</p> <p>During lunchtimes students can access the Homework Club, LRC, Film Club or the STAR room for games and all areas are supervised throughout.</p> <p>Additional support is provided for pupils with mobility issues to help them move around the school safely and effectively.</p>
<p>What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child be able to contribute his or her views?</p>	<p>We place a high importance on positive behaviour for learning and ensure that all pupils know that every pupil has the right to learn. This means that we have high expectations for every student and this is evident through our programme of rewards and sanctions.</p> <p>Support for behaviour is offered through specialist interventions including lesson monitoring, peer support, keyworker contact, counselling, pupil support plans (PSPs), isolation and respite through our partner schools within Wigan.</p> <p>Behavioural support is monitored through a tiered approach with the pupil being encouraged to reflect on their negative behaviours and celebrating their achievements.</p> <p>Attendance at school is rigorously analysed with our Attendance Manager and Heads of Year who support both pupils and parents/carers in seeking to improve poor attendance. Attendance is closely linked to attainment and pupils are well informed about both the academic importance of good attendance and how they can benefit through events such as the annual reward trips.</p> <p>The school has an active pupil voice which covers a range of learners. Pupil opinions are shared through the school council and through a variety of questionnaires which are anonymous. These allow school to take into account the views and wishes of all pupils.</p>
<p>How does the school use the expert knowledge that families may have about their children?</p>	<p>We are firmly committed to working in partnership with families and we try to build in parental expertise at every stage of planning and progression. Coffee morning is an opportunity for parents to share information with the school. Alternatively, a 1 to 1 meeting can be arranged at any point of the school year.</p>



## 7. What specialist services and expertise are available at or accessed by the school?

<p>Does the school have any specialist expertise and any specialist qualifications?</p>	<p>Within the SEND team, staff have a range of specialist skills. Mrs Murray (Assistant Headteacher/SENCo) holds the National Award for SEN Coordination, Dyslexia Friendly Schools, Level 3 Safeguarding Officer, Team Teach trained, SEND review.</p> <p>Our Learning Support Assistants have skills and qualifications in working with a variety of needs, for example Autism, Visual Impairment, Hearing Impairment, Dyspraxia, Dyslexia, Physical difficulties, Specific Learning Difficulties and Speech and Language. Learning Support Assistants are currently level 2 and Level 3 and each hold a Keyworker role for our students. We also have 4 Higher Level Teaching Assistants who coordinate the ongoing routines of Pupil Services in addition to supporting and developing our students. The team is committed to their ongoing professional development.</p>
<p>What other services does the school access?</p>	<p>The school has access to a range of other services including:</p> <ul style="list-style-type: none"><li>• Targeted Education Support Services (Wigan Local Authority TESS)</li><li>• Educational Psychology Service;</li><li>• Sensory Impairment Team;</li><li>• Specialist Teachers for Literacy and Numeracy;</li><li>• Speech and Language Therapy;</li><li>• Occupational Therapy;</li><li>• Physiotherapy;</li><li>• Outreach Services from Wigan Special Schools;</li><li>• Ethnic Minorities Achievement Services;</li><li>• Behavioural Support Team;</li><li>• Gateway and Social Care;</li><li>• Counselling;</li><li>• Virtual School for Children Looked After;</li><li>• School Nurses and Specialist Nurses;</li><li>• Wigan Local Authority SEND Team;</li><li>• Vocational Education Providers.</li></ul>



## 8. What training are the staff supporting pupils with SEND had or are having?

<p>What training has taken place recently and what is planned for the future?</p>	<p>All teachers have qualified teacher status (QTS) and there is a regular programme of training for staff through INSET and learning support meetings. The purpose of these meetings are to work collaboratively in order to share appropriate skills and knowledge and develop good working practices.</p> <p>Staff have received training on:</p> <ul style="list-style-type: none"><li>• Using Cognitive Assessment Data to inform Planning.</li><li>• Attachment.</li><li>• Boxhall assessment.</li><li>• Behavioural Support.</li><li>• Quality First Teaching</li><li>• Mindfulness.</li><li>• Anger Management.</li><li>• Role of the Key Worker.</li><li>• Drawing up IEPs for students.</li><li>• Stress Therapy Workshop.</li><li>• Creating Case Studies for individual Students.</li><li>• Safeguarding.</li><li>• Radicalisation training.</li><li>• Some of our LSAs are covering a City and Guilds qualification in either Supporting Teaching and Learning or Leadership and Management alongside Wigan and Leigh College.</li></ul>
---	---



**9. How will my child be included in activities outside the classroom, including school trips?**

<p>Will he/she be able to access all of the activities of the school and how will you assist them to do so?</p>	<p>Standish Community High school is committed to inclusion and actively seek ways to increase participation for all pupils. All extra-curricular activities, including school trips, are open to all pupils if it is safe for the pupil to participate after reasonable adjustments have been made in line with the Disability Discrimination Act.</p> <p>Staff will consult with parents/carers and, if necessary, health professionals to ensure individual needs can be met. Any additional advice, will be disseminated to the staff leading the activity in order for it to be incorporated into the Risk Assessment.</p>
---	---

**10. How accessible is the school environment?**

<p>Is the building fully wheelchair accessible?</p>	<p>Due to the age of the school and the topography of the site, it is not possible to access all parts of the school for wheelchair users. However, through the Accessibility Plan, reasonable adjustments have been made in the majority of the school to accommodate access.</p> <p>Lifts and ramps have been fitted in the majority of the school and additional staff have been employed to ensure that wheelchair users are able to access all curriculum areas. Attention is given to room allocation and timetabling for wheelchair users.</p>
<p>Have there been improvements in the auditory and visual environment?</p>	<p>The majority of rooms have good acoustics as they are carpeted and have window blinds and wall displays. Some areas such as the canteen, and sports hall can be poor acoustically.</p> <p>Steps and kerbs are clearly outlined and corridors are kept free from obstructions.</p> <p>Staff are aware of sensory impaired students and provision is made for them through Quality First Teaching and support from Specialist Teachers and external agencies.</p>
<p>Are there accessible changing and toilet facilities?</p>	<p>There are several disabled toilets which are readily accessible to pupils throughout the school.</p> <p>Additionally the school has a Therapy Room for basic physiotherapy sessions or time to recover from migraines, seizures etc.</p>



<p>How does the school communicate with parents/carers whose first language is not English?</p>	<p>Home-school communications are available in a variety of forms e.g. Website, letters, phone calls and text messages via School Coms.</p> <p>Policies are available to download and can be adapted as necessary. Support around this can be offered by the Ethnic Minority Achievement Service.</p>
---	---

**11. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

<p>What preparation will there be for both the school and my child before he/she joins the school?</p>	<p>Transition is one of the strengths of the school and it is expected that you and your child will visit the school in order to develop a good understanding of how the school works.</p> <p>All prospective pupils are encouraged to take part in our primary liaison programme and this will provide parents/carers with the opportunity to discuss their concerns.</p> <p>Mrs Murray (Assistant Headteacher/SENCo) or a HLSA attends annual reviews for pupils in Year 6 to ensure a smooth transition to secondary school. Mr Peters (Assistant Headteacher-Pastoral) and the Transition Link Teacher regularly visit all the feeder primary schools to ensure all relevant information, both academic and pastoral, is discussed before your child begins in Year 7.</p> <p>Additional transition work is available for children who have additional needs or who are anxious about the transition to high school.</p>
<p>How will they be prepared to move onto the next stage?</p>	<p>As pupils prepare to leave Standish Community High School, we offer a variety of support packages to help them with the next stage of their journey.</p> <ul style="list-style-type: none"><li>• Each pupil receives careers support and this is discussed together at the annual reviews in Years 9, 10 and 11 for pupils with an EHCP;</li><li>• The tertiary colleges are invited into school to talk about transition to college and what support can be offered;</li><li>• Some pupils follow vocational courses through external agencies which can be maintained post-16.</li></ul>



<p>What information will be provided to his or her new school and how will you support a new school to prepare for my child?</p>	<p>If your child leaves Standish Community High School, we try to ensure that they have the best possible start in their new setting by ensuring that the relevant information is received by the right person as quickly as possible.</p> <p>The latest academic report, attitude to learning and targets are always passed to the next school, along with any additional information that the school would find useful in deciding on a programme of study. Information about attendance and punctuality is also included.</p>
--	--

**12. How are the school’s resources allocated and matched to children’s/young people’s special educational needs?**

<p>How is the school’s SEND budget allocated?</p>	<p>The SEND budget is allocated in response to individual need which is reviewed on a regular basis. The majority of the budget is spent on teaching and learning and support staff. In class support is allocated specifically to the requirements of EHCP students and other high needs students on a “needs led” basis. The rest of the allocation is used to provide specialist equipment and support packages. Budgets are monitored and aligned to both the department and school development plan.</p>
---	---



### 13. How are decisions made about what type and how much support my child/young person will receive?

<p>What is the decision making process? Who will make the decisions and on what basis? Who else will be involved? How will I be involved? How does the school judge how the support has had an impact? All support is linked to outcomes which are planned for each individual student.</p>	<p>The decision about amount and type of support a pupil needs is not taken in isolation but is the result of a process that is both collaborative and consultative.</p> <p>In the first instance, a learning profile has already been built up around your child. This is further enhanced by the assessments that are undertaken in the first few weeks of Year 7 and these allow us to recognise their strengths and possible weaknesses. Class teachers then use this information to tailor individual programmes of study.</p> <p>The information will also be used to identify pupils who need additional support. Appropriate interventions will then be put into place to ensure progress. Again, you will be informed of the type, length and duration of any interventions and how you can support your child at home.</p> <p>The intervention programme is overseen by the Assistant Headteacher/SENCo, HLSAs, LSAs and Heads of Departments with the effectiveness of our provision being measured by the progress that our pupils make over time. (Plan, do, review progress)</p> <p>Progress of SEND pupils is monitored by senior leadership and HLSAs at set intervals throughout the year in line with the school's assessment procedures and in preparation for meetings. Internal tracking systems are used to highlight progress and this is shared with parents/carers through interim assessments and Parents' Evenings.</p> <p>The school is required to measure attainment and progress using internal assessments and criteria. External assessments help provide the school with further information about your child and these are planned based on the progress of each individual student.</p> <p>Teaching staff will complete a 'cause for concern' application if they feel progress has been hindered despite Wave 1 and Wave 2 intervention taking place. This will be analysed by Pupil Services and appropriate assessments put in place to suit the individual need.</p>
---	--



#### 14. How are parents involved in the school? How can I be involved?

<p>What is the school's approach to involving parents in decision making?</p>	<p>Throughout this document, much emphasis has been placed on developing communication between home and school in order to support pupils.</p> <p>It is important that parents feel that they are able to contact key staff through telephone calls, emails and face-to-face meetings.</p> <p>There are opportunities to discuss your child's progress at formal events but parents can also be involved in the decision making process through representation on the Governing Body.</p> <p>Parents are also encouraged to participate in our questionnaires which look at the effectiveness of the school. These are available at Parents evenings and through our School Comms system.</p>
---	---

#### 15. Who can I contact for more information?

<p>Who would be my first point of contact if I wanted to discuss something about my child?</p>	<p>In the first instance, the form tutor or subject teacher would be the first point of contact.</p> <p>If you feel that the issue is in several areas, you may wish to contact the Head of Year, HLSAs or the Assistant Headteacher/SENCo.</p>
<p>Who else has a role in my child's education?</p>	<p>All staff at Standish Community High School have a role to play in your child's education and we will seek advice and help from other organizations if we feel it is necessary. As a parent, any external involvement will be discussed with you before the referral is made and as a parent you are free to self-refer.</p>
<p>Who can I talk to if I am worried?</p>	<p>Please feel free to contact school if you are worried.</p> <p>You can contact Wigan Authority and ask to speak to the SEND team.</p> <p>Wigan Authority also has a web site which brings together information on SEND.</p> <p>School has some information for a range of additional needs and can advise around support groups for students and parents.</p> <p>Embrace is an independent group who offer support to students and families with additional needs. This maybe long or short term support dependent on need.</p>



**Contact Information.**

Mrs S Murray Assistant Headteacher/SENCo

01257 422265

Wigan Local Authority (Local Offer)

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

Wigan Local Authority Information for Families around SEND

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Information-for-families/Special-Educational-Needs-Informationfor-families.aspx>

Sheila Robinson (Parent Support Officer) Wigan Local Authority

01942 486131

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Information-for-families/Parent-Partnership-Service.aspx>

Embrace (Support for Families)

01942 233323

<http://www.embracewiganandleigh.org.uk/>