

Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



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| Name of Setting | Shavington Academy |
| Type of Setting <i>(tick all that apply)</i> | <input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 15px;" type="text"/> |
| Specific Age range | |
| Number of places | |
| Which types of special educational need do you cater for? | <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div> |



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Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child or young person needs extra help?

Children with SEND are identified as early as possible within our setting. Initial identification is usually through transition with the feeder primary schools, from year 5, where the transition co-ordinator liaises with the school about student's needs, progress, behaviour and support that they are currently receiving. For those with Education Health and Care plans, our Special Educational Needs Coordinator will attend the pupil's year 6 annual review. We will also test the reading of all pupils who come in with a KS2 score below a certain level. With regard to in year admissions, we liaise with the school they are coming from with regard to needs, progress, behaviour and attainment. For those who have not been identified at primary level this is done through comments or concerns brought by parents, or school staff working directly with the child. Often these concerns come from their form tutor who may get concerned about a pupil's emotional wellbeing, their attainment or behaviour compared to others in their year. Teachers have experience of working with SEND pupils and with ongoing professional development, they are able to recognise signs of SEND that need further investigation. Pupil's behaviour is reported on in every lesson through our attitude to learning scores and their attainment is reported on at least 3 times a year in lower school and twice a year in upper school. This allows tutors and pastoral staff to have an overview of behaviour and attainment of every child on a regular basis. Careful tracking and monitoring of this data allows issues to be identified and addressed. Once concerns are raised these would be discussed with the child and parents and depending on the concerns, further action would be taken. This may mean differentiation advice to teachers and class based support or referral to other agencies for advice. All those identified as SEND are placed on an electronic register which is updated with attainment data and the support being offered. Progress of pupils on this register is monitored to ensure the right support is being offered and to monitor its effectiveness.

What should I do if I think my child or young person needs extra help?

If you have any concerns about your child at school then your first port of call is the Form Tutor who may then advise you to contact the school Special Educational Needs Coordinator - this can be done via email, phone call or parent meeting. We would, as a school, encourage you to raise any concerns as soon as possible to enable early intervention.

Where can I find the setting/school's SEND policy and other related documents?

School policies, including the school's SEND policy and accessibility plan, can be found **here** on the school website



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Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

The aim of education at Shavington is for it to be as inclusive as possible and that the majority of SEND children have access to all learning opportunities in the school, through effective differentiation and personalised teaching strategies. This may include differentiated resources, scaffolding written work and a personable approach. We offer teachers and support staff appropriate professional development that enables them to meet all learner needs through appropriate class based provision. The school does have a range of intervention strategies for those who may need extra support. These include small group teaching sessions in literacy and numeracy, social stories sessions, anger management, and Visyion resilience sessions to support those that may need it. We have a reading recovery programme and a qualified dyslexia tutor who can screen for those who may need access arrangements for examinations and will do 1-2-1 sessions with our pupils. We also have personalised and bespoke interventions for those who may need a different curriculum; this may include provision such as motivational work placements or the involvement of outside agencies. Any personal provision will be discussed with parents who will be fully involved in the decisions the school makes regarding additional support. The provision will then be tracked and monitored for effectiveness to ensure it provides the right outcome for the child. Parents at any time can contact the school Special Educational Needs Coordinator via email or in person to discuss pupil's needs and provision in more detail.

How will the curriculum and learning environment be matched to my child or young person's needs?

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. For example, for learners with literacy difficulties, the class teacher may provide writing frames, key words, sentence starters or text with appropriate reading age. Teaching staff are aware of SEND pupils' learning profile through the SEN register that is on a secure central site, and through our seating plan software. We also use First Concern Profiles for those who need additional support which are created with the pupil, shared with the parents and regularly monitored and updated when required. This allows staff to meet learner's needs and ensure that their provision is appropriate and allowing SEND pupils to make good progress. Information is also shared with support and supply staff to ensure a consistent approach. All students are encouraged to work independently and appropriate differentiation should allow for this. For those with medical needs or who need extra support for hearing or visual impairment we would liaise with the right agencies to ensure we can support a child's independence as much as possible. The school Special Educational Needs Coordinator will oversee all provision and will liaise with staff regularly to check its effectiveness and track pupils' progress. For all examinations, SEND pupils will get extra support tailored to their needs. The school will either use an external professional approved by the Joint Council for Qualifications to screen for appropriate access arrangements or liaise with agencies such as the Cheshire East Autism Team to see what extra provision is required such as extra time, a reader or a scribe. We will also provide a smaller room supported by SEND staff for those who require extra provision. All information about courses and qualifications the school offers can be accessed in the school prospectus, Open evenings and the Year 9 option support evening. Parents can contact the school direct to gain more information about exams, qualifications and resources.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

The first wave of provision is quality first teaching. This is additional classroom support which is usually through effective differentiation and pedagogy appropriate to all learners' needs. The next stage of provision would be where a child might access in house intervention such as paired reading, literacy and



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Teaching, Learning and Support

numeracy intervention groups. Other pupils may need support from teaching assistants, alternative curriculum provision or access to specialist SEND teachers or therapists. Funding is matched to provision required to meet successful outcomes (i.e. outcome identified in discussion with teachers and parents or on Education Health and Care Plans). The SEND budget is the responsibility of the head teacher and Special Educational Needs Coordinator and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

When children's needs are initially identified, a discussion takes place between teachers, parents and pupils. Year 6 parents and pupils are offered extra transition support to enable their needs to be understood and met accordingly. During the meeting, it is decided what the outcomes of support should be, how such outcomes could be achieved and appropriate support is then decided upon. Support will be tracked and monitored on a regular basis to ensure it is effective for the child. Results of such monitoring will be fed back to parents and any changes will be done in agreement with the parent and child. The school may seek advice from external agencies if the need arises to ensure the best possible outcomes. Needs may not be identified in Year 6. Our monitoring of progress arrangements enable us to respond to each need when it emerges.

How will equipment and facilities to support children and young people with SEND be secured?

The school has a range of equipment and facilities that it can draw on to support pupils. These include dedicated SEND spaces, slopes for wheel chair access, overlays, differentiated resources, and Laptops for pupil use. The Special Educational Needs Coordinator will make a strategic decision as to how such resources might be allocated. For any specialist equipment the school does not have, that is felt necessary, the Special Educational Needs Coordinator would liaise with the relevant advisory agency. Parents will be involved in the use of any extra equipment or facilities.

How will you and I know how my child or young person is doing and how will you help me to support their learning?

All teachers monitor the progress of the students they teach, each lesson. This is done formally through the regular completion of assessed work. The results of these assessments are scrutinised by teaching staff, curriculum leaders and pastoral staff. This allows staff to reward and intervene appropriately and Heads of Year and Form Tutors get a complete view of a student's progress to identify where progress is falling or excelling. Parents receive termly reports of progress, which comprise of a full report and two reviews and a Parents Evening. The school Special Educational Needs Coordinator also monitors the progress of pupils identified as having SEND and will liaise with parents if there are any concerns, and will use our tracking system to help evaluate the effectiveness of the school's provision for that pupil. Parents will be involved in all formal reviews of SEND pupils with SEN Support Plans and Education Health and Care plans. We welcome parents supporting students' learning at home which is usually done through the homework the subject teachers will set. Homework can be viewed on the "show my homework" website, which is accessible without log on details from the school's website, and parents can always contact class teachers/Special Educational Needs Coordinator to find out about progress in individual subjects and useful advice on supporting learning at home.



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Teaching, Learning and Support

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education?

All students have a form tutor who they meet with every morning who will monitor a pupil's progress and well-being and have regular discussions with all pupils as to how they feel about school, their progress etc. All students in year 11 receive an assertive mentor whose task is to support all students in their academic progress in their final year and will meet with them regularly. All students with SEN Support Plans and Education Health and Care Plan receive a key worker who will meet the child regularly and review their progress and well-being in school. This is done through informal discussions and formal review meetings where pupils will be encouraged to speak openly about their provision and how well it is working for them. Pupils are fully involved in the assessment processes at Shavington Academy and will know their target grades and at half termly intervals will be given a formal level/grade to ensure students are aware of their current progress to enable them to reflect on their attainment and what will be required of them to reach their goals.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

We measure outcomes of pupils with SEND through regular assessment of all our students. The results are entered centrally and tracked by teachers, curriculum leaders, Pastoral team and senior leaders. The Special Educational Needs Coordinator will also monitor this data and liaise with Curriculum Leaders and the pastoral team about the progress of pupils with SEND, the effectiveness of school provision and, if needed, intervene further. Pupils are fully involved in the assessment processes at Shavington Academy and will get regular feedback from their classroom teachers as to their current attainment grade and what they need to do in order to progress. Parents will receive termly grade/level updates as well as parent's evenings and a school report. Parents of pupils with SEN Support Plans and Education Health and Care Plans will be invited to review meetings with their child to reflect on current progress and the impact of support. Teachers often use pupil voice to reflect on practice and all students complete the pass survey which allows them to reflect on how they feel about school, their learning and their progress which is used to inform future support and intervention strategies.



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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

The school day begins with form time but students can enter the school building before the start of the day and spend time in the library which is opened at 8.20 or stay in Café Options, our canteen area. We don't have an official before or after school club but we can offer those with SEND entrance through visitor reception where it is quieter, and where they can be picked up from by parents, if they need that type of secure handover. At break time, students can go to a quiet room supervised by a member of the pastoral team, and we have two lunch clubs that operate every day which are safe areas where students are supervised. These provide a haven for those who don't want to be in the hustle and bustle of the school, but can still socialise with friends and have fun. All school trips are fully risk assessed and all trip leaders have to take into account the needs of those attending with SEND and provide appropriate provision to ensure the safety of those with SEND. For some pupils, a detailed risk assessment may be undertaken which is shared with parents, and reviewed regularly by the Senior Leader with responsibility for health and safety and the Special Educational Needs Coordinator.

What pastoral support is available to support my child or young person's overall well-being?

The Pastoral System

The school has a strong pastoral system dedicated to supporting the wellbeing of all our students. All students have a Form Tutor who will see them every day, first thing in the morning. The role of the tutor is to monitor pupils' wellbeing through forming effective relationships with their form members, listening to any issues that may arise, as well as tracking of pupils' attainment and attendance. Tutors will address the concerns they have with parents or refer to the pastoral team. The team is made up of Transition Co-ordinator/head of year 7, five Heads of Year, and three Assistant Progress Leaders. The team are led by the Assistant Head Teacher for Pastoral Care and Inclusion, who works closely with the Head Teacher. The school Special Educational Needs Coordinator will liaise with all members of the pastoral team to enable extra and appropriate support for those with SEND. Support is usually highly personalised, ranging from having an opportunity to be listened to, or a referral to in house services such as counselling, or liaison with outside agencies on behalf of the student. We also have a dedicated Mental Health worker with the SEN team who can provide support through in-house interventions.

Bullying

The school maintains a log of all bullying and reflects on the causes and interventions regularly. PHSE lessons are taught about the importance of healthy relationships and friendships and what bullying is. The school takes bullying seriously and have a group of dedicated anti bullying pupil ambassadors who station themselves in the lunch clubs and are available to all students. We will aim to intervene immediately in any case of bullying and keep parents fully informed. Our bullying policy can be found on the school website.

Friendships

This is done initially in forms where tutors follow a series of team building activities in year 7 to encourage friendships. In year admissions are buddied up with pupils from their forms who are in the majority of their teaching groups. Our Pastoral team can also support when students have issues with friendships and undertake mediation work.



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Mentoring support

This is often undertaken by the form tutor or another member of the pastoral team. At Raising Attainment meetings, where all pupils' attainment is discussed, decisions will be made regarding the best course of action by the Heads of Year. In year 11 all students have an assertive mentor who supports a pupil's attainment leading up to their final exams. All year 7 forms are buddied up with a year 11 prefect and each form contains an anti-bullying ambassador.

Self-esteem and confidence is encouraged through an inclusive curriculum where every child should get a personalised learning experience. We also provide a range of extracurricular activities such as sports clubs, opportunities to perform musically and a wide range of educational visits. These experiences often have a very positive effect on a pupil's self-esteem and confidence. The school offers a range of student leadership opportunities that are designed to be inclusive such as anti-bullying ambassadors, house captains, prefects and the school council.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

Medicines

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration of medication. To allow staff to administer medication we require parental consent which details the doses and times that it is taken. The medication is kept in pupil reception which is locked and pupils know this is where they go to get their medication. Any medication given out is recorded by the member of staff who administered it.

Medical Emergency

In the case of a medical emergency, two first aiders are required to attend the scene and make judgement as to whether to call for medical help and an ambulance, and parents would always be informed, immediately. Any first aid given and actions taken by first aiders would be recorded fully. We have staff trained in the use of epi pens and all staff have been advised how to spot the warning signs of conditions such as diabetes and what steps they must then take.

Medical appointments

If students have medical appointments we ask that parents inform the school of the impending absence and we will code it as an authorised absence in the register. If appointments are likely to be frequent and potentially have an effect on progress, then we may ask for medical evidence such as appointment letters, and can make arrangements to support a child with catching up any work they may have missed.



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Keeping Students Safe and Supporting Their Wellbeing

Care Plan

In order to draw up a care plan we would work with parents, the child and health professionals to draw up a care plan that was appropriate and personalised to a student's needs. All staff would be given copies of these and receive training if needed. The care plan would also be displayed in the staff room which is a staff only area.

What support is available to assist with my child or young person's emotional and social development?

The school has a Pastoral Team whose role is to support all young people at the school. This will be in many different forms personalised to a pupil's needs. We do offer counselling, anger management, lunch clubs, self-esteem groups. We refer and work with outside agencies that may be best to support young people's emotional needs. The PHSE programme is also designed to help pupils develop emotionally and socially. We have bought specialist PHSE resources for those with ASD who may need a different type of programme for some elements of the course.

What support is there for behaviour, avoiding exclusions and increasing attendance?

There is a dedicated pastoral team whose role is to assist with behavioural issues, preventing exclusions and increasing attendance. We have a behaviour policy that can be found on the school website that clearly sets out our expectations and how we deal with behaviour issues. We monitor behaviour in every lesson through our behaviour codes that are linked to our registration system and this allows for intervention. We use a system of rewards and sanctions and a consistent approach to managing behaviour to ensure high standards are maintained. For those who need extra support to meet school's expectations we may put in place an Individual behavioural support plan that is drawn up with parents and regularly reviewed. This may include support such as counselling, anger management and time outs. The support would be personalised and tailored to an individual, as decided with the pupil and parents.

With regard to attendance, the school monitors the attendance of all pupils and has a clear attendance procedure for dealing with persistent absence. Those who display attendance concerns will be approached by the pastoral team to offer support to either increase attendance or to provide strategies that will prevent a pupil falling behind. This may include home visits, modified timetables or catch up sessions after school.



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Working Together & Roles

What is the role of my child or young person's class teacher?

The role of all our teachers is to help every child in their class reach their potential. They are there to form positive relationships with students and create a positive productive learning environment. It is the teacher's responsibility to monitor the progress of all students carefully in all lessons, differentiate effectively and deliver a relevant and engaging curriculum that fosters success. Teachers are required to track achievement data of all of their classes and praise those who are doing well and intervene and support any that require it. Teachers will follow the school's behaviour and marking policies to ensure all students have a consistent experience and be fully aware of SEND students and how to meet their needs effectively. All teachers are required to report to parents, regarding your child's progress in their subject.

Who else has a role in my child or young person's education?

All students have a Form Tutor who they meet with every morning who will monitor a pupil's progress and well-being and have regular discussions with all pupils as to how they feel about school, their progress etc. Other staff who support students in our school include our Pastoral Team, Teaching Assistants, Office staff and our Attendance Officer as well as a range of support staff from IT technicians to canteen staff. We pride ourselves on the fact that we are a small school, which means that the majority of staff know most of our pupils.

The school Special Educational Needs Coordinator will oversee the provision for all pupils with SEND and they may work individually with students, conduct regular reviews and liaise with parents, school staff and agencies on behalf of students with SEND.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

These are kept on an electronic shared area. These are confidential to school staff and any other stakeholders involved in the plan. Staff will be made aware when these are updated or changed and new copies made available.

What expertise is available in the setting, school or college in relation to SEND?

All school staff have a good awareness of SEND through regular staff meetings, pastoral briefings for all teachers and the distribution of support plans or Education Health and Care Plans. The school provides Professional Development for staff on areas of SEND such as Dyslexia and Autism, including the appropriate and effective strategies that should be used with these children. The Special Educational Needs Coordinator liaises with organisations such as the Cheshire East Autism Team, Child and Adolescent Mental Health Service (CAMHS), and the Attention Deficit Hyperactivity Disorder Team and disseminates advice and appropriate strategies with pupils that require extra support. Our teaching Assistants have undertaken training in literacy and numeracy strategies, dyslexia training and have a wealth of experience of supporting those with a variety of needs. An outstanding English specialist is in charge of the school's literacy support and reading recovery programme along with an Assistant Head teacher who has overseen numeracy support. We are also a strategic partner in the Chimney House Teaching School Alliance, and lead on providing professional development opportunities for staff from other schools with relation to SEND and behaviour.



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Working Together & Roles

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

The school works with a wide range of services. We have close links with health and education professionals, for example CAMHS, CEAT, ADHD Team, and Catch 22. We work closely with social services, as well as with voluntary organisations such as Parent Partnership. Some of our pupils receive counselling or see the school nurse on site. We regularly organise multi-agency meetings to discuss pupils' needs (e.g. Common Assessment Framework) and aim to ensure good communication with these groups in order to meet the need of pupils and their families.

Who would be my first point of contact if I want to discuss something?

Your child's form tutor or the relevant Head of Year or the school Special Educational Needs Coordinator. All would be happy to speak to parents by phone, email or face to face. Please don't hesitate to get in touch if you have any concerns.

Who is the SEN Coordinator and how can I contact them?

Victoria Skelding and my email address is vskelding@shavington.cheshire.sch.uk

What roles do have your governors have? And what does the SEN governor do?

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, who attends school meetings where the progress of all students including SEND take place. The quality of the school's provision is discussed by governors in their Committee meetings.

How will my child or young person be supported to have a voice in the setting, school or college?

The views of your child are very important to us and there are a number of opportunities for them to be listened to. This includes daily contact with their form tutor and those on a SEN Support Plan or Education Health and Care Plan will receive regular reviews. We have a school council and use pupil surveys such as the pass survey which informs future interventions and actions taken by the school.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are invited to a number of school events such as arts evening, school productions and concerts. Some parents volunteer in school e.g. particularly in the library. Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised in the school newsletter.

What help and support is available for the family through the setting, school or college?

We recognise that there can be a huge amount of paperwork as a parent of a child with SEND. The SEN team in school, led by the Special Educational Needs Coordinator along with pastoral secretary, provides support to parents as required. This might be completing forms with parents, or signposting them to agencies



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Working Together & Roles

who can help further. Information about parent and pupil support groups are shared with parents through the Special Educational Needs Coordinator/ pastoral team as the need arises. We have strong links with Crossroads, an organisation that support children as carers, for example.



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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

As an inclusive school setting we aim to ensure that all pupils, regardless of need, are able to attend enrichment opportunities such as after school clubs, school trips etc. Therefore we work with parents and staff leading these opportunities to enable pupils with SEND to attend safely. This may include a buddy system, Teaching Assistant support on the visit, accompanied by an appropriate risk assessment. We have a range of after school clubs and activities throughout the year for all students; many of the clubs are accessible by all regardless of need. For those pupils whose very high levels of need may mean that the standard out of school activities/visits on offer are inappropriate, we seek to liaise with families about suitable alternatives (for example a parent accompanying them).

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Downstairs; we can ensure a child's classes could be timetabled on the ground floor.

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

N/A

Additional Points:

All students with SEND are encouraged and supported to access all facilities within the school. This may be with the support of a Teaching Assistant, through enlarged print or audio aids.



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Inclusion & Accessibility

If English is not the first language we will endeavour to copy all correspondence into a parent's first language. Within the school setting we may use translation aids such as electronic programmes or dictionaries and often liaison with other agencies that can provide translation support. Class teachers will differentiate accordingly, defining key words and providing literacy support.



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Transition

Who should I contact about my child/young person joining your setting, school or college?

For entry and admissions information please email the school (info@shavington.cheshire.sch.uk) and we will discuss the entry process with you.

How can parents arrange a visit to your setting, school or college? What is involved?

We have open days in September and any pupil or parent considering joining the school can arrange a visit and have a tour with a member of the leadership team. Please contact info@shavington.cheshire.sch.uk.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting)

We offer all SEND pupils and parents in year 6 extra transition support. This may take the form of tours, taster lessons and the opportunity to meet key staff such as the pastoral team and their Form Tutor. We liaise with the primary school staff through our transition co-ordinator and ensure appropriate documentation is passed on, to inform us of needs and the support we need to put in place.

We liaise with the colleges about transition to Key Stage 5. The school offers students careers advice, the opportunity to take part in an interview conference and we hold fairs and invite in a range of representatives from further education settings that provide further education opportunities for our students. Those with Education Health and Care Plans will get extra support from Cheshire East careers advisors and a transition plan will be created. The school offers all students work experience in year 10 and this is also built in to some vocational qualifications. The school also offers work related learning placements to some students. All subject areas offer transferable skills which are embedded into their curriculum such as communication, ICT skills etc. The school offers a range of qualifications for completion at Key Stage 4. These are mainly GCSE but we also run B-Tech options for those who wish to take a more vocational route and AS level for able students. We offer a bespoke curriculum for those with severe additional needs.



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Additional Information

What other support services are there who might help me and my family?

We liaise with a number of agencies such as CAMHS, CEAT, Social Care, Catch 22 and Parent Partnership. We can make referrals or signpost families to agencies for additional support.

When was the above information updated, and when will it be reviewed?

July 2018 to be reviewed Summer term 2019

Where can I find the Cheshire East Local Offer?

From 1st September 2019, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer

What can I do if I am not happy with a decision or what is happening?

Any parent can raise a concern by contacting the school Special Educational Needs Coordinator or a member of the SLT by phone, email, or arrange a meeting in school.

The school's complaint policy can be found on the **school website**.