



This SEND Information Pack is written with reference to Wigan LA's Local Offer and reflects how we meet the requirements of that document. A direct link to LA Local Offer can be made by clicking on <http://www.wigan.gov.uk/sendlocaloffer>

The SENCo at Shevington Vale Primary School is Mrs G Smith. She can be contacted via the school office, either in person or by phoning 01257 253559. If you are considering Shevington Vale as the school for your child and you would like to know more about our provision, then Mrs Smith is very happy to meet with you to discuss your child's particular needs.

1. Which areas of need do we make provision for during this academic year 2016-2017?

- Cognition and Learning – the majority of pupils with SEND at Shevington Vale have delays in acquiring basic reading, writing and number concepts.
- Communication and Interaction – we currently provide for pupils with a diagnosis of ASC (Autistic Spectrum Disorder).
- Social, Emotional and Mental Health (SEMH) – we support a number of pupils across the school.

2. How do we know if children need extra help?

- We recognize that parents/carers are their children's first educators and are the people who know their children best. We value parents/carers contributions through formal (parents evenings) and informal discussions.
- We liaise closely with other professional agencies, such as health or social care to ensure that any child with SEND receives a seamless transition to our school.
- Within school, we have a named SENCo, Mrs G Smith, to whom teachers and other members of staff can raise concerns.
- Our policy for SEND is reviewed and updated every year.

3. What can parents/carers do if they think their child may have special educational needs?

- We operate an open door policy so there is no need to wait for parents evening.
- In the first instance talk to your child's class teacher as she/he is the person who has got to know your child best within school.
- You can make contact with your child's teacher through the school office at any time during the school day. The teacher will then be able to contact you to arrange an appointment.
- If needed, the next step will be to involve the SENCo who, after consultation, will decide what interventions are needed.
- The interventions may take the form of school based additional help or by seeking further assessment of need by using the specialist educational services that Wigan LA provide. Liaison with health or social care may also be needed at this stage.

4. How do we support your child in school?

- Your child's class teacher works in close collaboration with yourself, the SENCo and any other professionals in order to ensure that the planned education programme will meet your child's needs.
- The needs of each child vary greatly. If your child has a high level of need, they may have access to a trained adult whose role it is to support your child.
- However, it may be decided that your child benefits from working within a small group for targeted and regular interventions.
- It is the responsibility of the class teacher to ensure that the planned learning programme is delivered. The SENCo monitors the impact and effectiveness of the learning programme and the Senior Leadership Team carry out a termly analysis of progress.
- These processes enable us to ensure that interventions and support remain appropriate.
- The schools Governors are kept informed via termly Governors meetings and there are named Governors with responsibility for SEND. It is the role of the Governor to liaise with the SENCo and other members of the Senior Leadership Team.

5. How do we match the curriculum to your child's needs?

- We set high expectations for all children at our school.
- We believe in quality 1st teaching which enables us to provide most of the differentiated learning within the classroom.
- In order for each child to reach their potential, it is the responsibility of the class teacher to plan learning experiences that enable each child to learn new skills and to consolidate skills already learned.
- Children with a high level of need have a personalized education plan, often delivered by a trained member of the support staff.
- Other children may have access to small withdrawal groups to enable them to focus and attend in an environment with fewer distractions.

6. How do we communicate with parents/carers and how do we gather the views of parents/carers?

- We place great importance on regular communication with parents/carers and recognize that for children with SEND and their parents a personalized approach is needed. Therefore, in addition to the parents' evenings and reporting processes, parents can request to meet at any time during the school year.
- If a child has a statement of educational needs or an Education, Health, Care Plan. An annual review of progress is held each year and reviews of Individual Learning plans are held at least once per term.
- We believe that the views of parents and carers are vital and seek their views in a variety of ways. Some parents prefer to complete a brief questionnaire before a meeting, whereas others prefer to discuss issues during the meeting. Either way, views are always taken into consideration when planning for provision for each child.

7. How do we gather the views of children?

- It can be difficult for any child to express their views on their learning and progress. We support each child according to their individual needs. This could be through the use of pictures to aid discussion or using familiar toys to help them. Parents/carers will always be made aware that their child's views are important. Children are invited to every meeting, with the option being to attend for just part of this as appropriate.
- Individual learning plans are written and reviewed with the children. We encourage children to recognize their strengths and areas for development and this is reflected in the learning plan.

8. How do we support your child's overall well being?

- We have nurture group sessions, led by specially trained support assistants.
- We use pictures and toys to help children express their concerns.
- Children who are at risk of bullying are supervised closely and are supported to choose an adult on school to whom they can talk about their worries.
- We choose our play leaders very carefully and under supervision of welfare staff, they play a variety of games at lunchtimes.
- We offer children with SEND the opportunity to join our Young Governors (our name for School Council), and always seek to an equal representation across gender, age and SEND during any consultations
- Where there are medical needs, support assistants are trained specifically to address those needs.
- More general medical needs, such as administration of medicines, can be carried out once parents have signed a consent form.

9. How do we help your child when they move to a new class or to a new school?

- Before your child starts school, there will be plenty of opportunities to come and join in with a range of activities. Children with SEND may require additional visits and these can be arranged.
- Transition between classes can be exciting yet scary so we ensure that children are fully supported when getting to know their new teacher. We know all our pupils very well and great care is given to ensure that children receive the support they need.
- When transferring to another school, we make contact early on with the new school and ensure that a representative is invited to transition meetings. When additional visits to a new school are needed, we ensure that the child has every opportunity to take part in those activities.

10. What specialist services and expertise do we access at school?

- There are members of staff who have received training for the administration of feeds and medicines to children who are unable to take foods and medicines orally.
- Other members of staff have received training to help children who are visually impaired or hearing impaired. Others are trained to work with children who have coordination difficulties.

- In addition, there are members of staff who have expertise in the field of pastoral care, specifically delivering nurture sessions and a good knowledge of attachment disorder.
- When other specialist advice and support is required we use our strong links with Health, TESS, EP (Wigan LA education support) Social Care and the Virtual School Team (children in care).

11. What training have staff received, or are going to receive, in order to support children with SEND?

- All members of the school community receive Safeguarding training every three years, with the Designated Teacher receiving training every two years.
- All staff members have received training around the needs of children who have a diagnosis of ASD.
- All staff members are aware of the requirements for a dyslexia friendly environment within the classroom and around school.
- Staff members have received training from the Complex Needs Team in order to give food and medicine to children who cannot take food orally.
- Staff members have had training around the use of epi pens for children who have severe and multiple allergies.
- Staff have received training around Asthma Awareness and Management
- We encourage staff members to access training offered by the Outreach Service at Hope School.
- When a child comes to school with a particular need, or develops a need whilst in school, we ensure that the relevant training is accessed.

12. How will we ensure that your child is included in activities outside the classroom, including school trips?

- All trips and activities are planned with access for all in mind.
- When deemed necessary, 1:1 support is made available for children.
- Thorough risk assessments are undertaken before activities take place.
- Parents are consulted during the risk assessment process, when it is necessary to do so.
- We offer parents opportunities to accompany children on school trips.

13 How accessible is our school environment?

- There is wheelchair access to most areas of the school, including the outside environment.
- We have a fully equipped and functional hygiene room.
- We are aware of the requirements around creating calm and neutral classrooms in order to support children with dyslexic tendencies.
- We make use of translated materials when communicating with parents/carers for whom English is not their first language.
- We consult with specialist professionals and parents to ensure that we are able to provide the equipment and facilities to support children.

14. How do we support your child when he/she starts school, transfers to a new school or moves onto the next stage of education?

- We offer a flexible approach to your child's introduction to school with regards to the number of preparatory visits.
- We are able to visit your child in their pre-school setting.
- If your child transfers to another school, we liaise closely with the receiving school through the use of document transfer, face to face meetings, providing a pen portrait of your child and ensuring that we forward tracking details, including levels of attainment.
- When your child is moving onto the next stage of education we offer support through extended or additional visits, close liaison with the next education provider and detailed tracking and progress information.
- At every stage we consult with parents/carers.

15. How do we allocate resources and how are they matched to your child's additional needs?

- We have a detailed Provision Map which enables us to match needs to interventions and support.
- We use the advice of other professionals to provide appropriate support.
- We review provision at least once every term.

16. How do we make decisions about the type and amount of support your child will receive?

- We consider very carefully the advice from you, the child's parents/carer, other professionals, previous educational settings and information that we gather through informal and formal assessments.

17. How do we evaluate the effectiveness of our provision?

- Each term, we assess the progress your child has made against the individual targets set out in the Learning Plan. Where appropriate, tests can be used, but assessments are mainly through teacher assessments, observations and conversations with the child and parents/carers.
- The individual provision map will be altered to reflect the changing needs of each child.

18. How can parents/carers become involved in school life?

- We welcome volunteers to work within school.
- We welcome parents/carers to become involved in the work of our very active PTA.
- Parents/carers are actively encouraged to consider becoming a member of our Governing Body.

19. Who should you contact for further information?

- Please contact the school office to arrange a visit led by a member of the Leadership team when you are considering our school for your child's education.
- If your child already attends our school, please contact your child's class teacher in the first instance.
- If necessary, you will be signposted to the SENCo; at present Mrs G Smith.
- There are other support services you can access for information and advice, including Parent Partnership Service, Social Care, TESS, School Nurse and your GP.

- We pride ourselves on being a fully inclusive school.
- All members of the school community are proactive and fully involved in every child's education and personal development.

20. What to do if you have a complaint?

- We take all complaints and concerns very seriously and endeavour to resolve problems as quickly as possible.
- Talking through problems is often the best way to resolve difficulties.
- However, we recognize that there are times when discussions need to go further.
- Therefore we have a Complaints Procedure which is available on the website or as a paper copy should you require it.