



SEND Information Report 2025–26

This SEND Information Report is written in line with the Greater Manchester Ordinarily Inclusive Provision (GMOIP), which is a document and framework that defines the expectations for educational settings to support all children and young people, especially those with additional needs, through the implementation of good, ordinarily available practices.

It also reflects Wigan's Local Offer, which provides clear information on services that may help children and young people with SEND and their families. You can find more information here:



<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

If you'd like to talk to someone directly about services, you can contact the Wigan SENDS team on 01942 486136.

Our Commitment to Inclusion

Shevington Vale is a mainstream primary school that believes in inclusion for every child. We are committed to meeting the needs of children with SEND, ensuring they feel safe, valued, and able to thrive in school life.

Our SEND Policy (available on our website) sets out our approach in detail.

Day-to-day, this means:

- Teachers adapting lessons so all children can access learning.
- High expectations for every child, with support put in place where needed.

- Strong communication between school, home, and outside agencies.

Who to Contact

SENDCo: Mrs Jenna Liptrot – contact via the school office on 01257 253559.

SEND Governor: Mrs Rebecca Rolfe – also contactable through the school office.

Mrs Liptrot is happy to meet with families who are considering Shevington Vale or who have questions about their child's needs.

How We Identify and Support Children with SEND

Children may need additional support for a range of reasons, such as difficulties with learning, communication, behaviour, or physical needs. We identify needs through:

- Teacher observations and assessments.
- Conversations with parents and carers.
- Tracking progress against age-related expectations.
- Involvement of external professionals (with consent).

We follow the graduated approach recommended the Department for Education (DfE) in England through the Special Educational Needs and Disability (SEND) Code of Practice, and is adopted by local authorities and schools to identify and provide appropriate support in stages.

Assess – understand the child's needs.

Plan – agree support and strategies.

Do – put the plan into action.

Review – check what's working and what needs adjusting.

This cycle ensures we keep support personalised and responsive.

Areas of Need We Support

We provide support across the four broad areas of SEND:

Cognition and Learning – e.g. support with reading, writing, maths.

Communication and Interaction – including speech, language, and social interaction needs.

Social, Emotional and Mental Health (SEMH) – including difficulties with behaviour, relationships, and regulation.

Sensory and/or Physical – including visual or hearing impairments, motor skills, and physical accessibility.

Working Together with Parents and Carers

We know parents and carers are experts on their children.

We work in partnership by:

- Holding regular meetings to share progress and next steps.
- Offering an open-door policy – you don't need to wait for parents' evenings to talk to us.
- Encouraging parents to be part of planning and reviewing support.

If your child has an Education, Health and Care Plan (EHCP), we carry out formal annual reviews alongside termly progress reviews.

Pupil Voice – Listening to Children

Children's views matter!

We gather them by:

- Talking with them about their learning and wellbeing.

- Using tools like feelings charts, drawings, or visuals to help them express themselves.
- Inviting them to share their thoughts in review meetings (in person or through written/visual contributions).

How We Support Children Day-to-Day

- In the classroom: Teachers use inclusive strategies from the GMOIP, such as visual supports, chunking tasks, and opportunities for movement.
- Targeted interventions: Where needed, children take part in small-group or 1:1 support.
- Wellbeing: We offer nurture groups, calming activities, and trusted adults for children to talk to.
- Inclusion: Children with SEND join in all aspects of school life, including trips, clubs, and performances. Risk assessments and additional support are put in place when needed.

Transitions

Moving to a new class or school can be daunting.

We support children by:

- Arranging extra visits and transition activities.
- Meeting with parents to share information and plan support.
- Liaising closely with new schools or settings to ensure a smooth handover.
- Access to Specialist Support

When required, we work with outside professionals such as:

- Educational Psychologists.

- Speech and Language Therapists.
- Occupational Therapists.
- Health professionals (e.g. school nurse, paediatricians).
- TESS (Targeted Education Support Service).

Staff Training

Our staff regularly receive training in supporting children with SEND. This includes:

- Autism awareness.
- Speech and language strategies.
- Dyslexia-friendly classrooms.
- Medical needs (e.g. asthma, allergies, epilepsy).
- Supporting SEMH needs.

We continue to update training so staff are equipped with the latest knowledge and strategies.

Accessibility

- The school is wheelchair accessible.
- We have a hygiene room for personal care.
- We create calm, dyslexia-friendly classrooms.
- Where families use another language, we use translation support.

Evaluating Our SEND Provision

We regularly ask: Is it working? Each term, we review children's progress against their targets. Interventions are adjusted if they aren't helping enough. Governors monitor SEND provision.

Getting Involved

Parents and carers can support school life by:

- Volunteering in school.
- Joining our PTA.
- Becoming a school governor.

What to Do if You Have Concerns or a Complaint

Speak first to your child's class teacher.

If you need further support, contact the SENDCo.

If issues remain, follow the school's complaints procedure (available on our website or as a paper copy).

We always aim to work together to resolve concerns quickly and positively.



At Shevington Vale, we are proud to be an inclusive school where all children are encouraged to shine, no matter their needs.