



Teaching, Learning & the Curriculum

How We Support SEND

At Shevington Vale Primary School, inclusion is at the heart of everything we do. We are proud to support every child, whatever their level of need, so they can learn, succeed and feel valued. All children follow the National Curriculum at a pace and level that works for them. Sometimes this means we make adaptations so that learning is accessible, meaningful and challenging for all.

Our classrooms and wider school environments are carefully set up to provide whole-school, embedded strategies that are part of daily provision. These strategies benefit all children, while also ensuring those with additional needs are fully supported. This approach reflects the Greater Manchester Ordinarily Available Inclusive Provision (GMOAIP), which replaces Quality First Teaching.

How we support all children

We take a range of actions to make sure every pupil is included and able to achieve:

- Ensuring all pupils can access the curriculum and school activities.
- Helping children achieve to the best of their ability, no matter what challenges they face.
- Teaching staff are trained to be sensitive and responsive to pupils' needs, using approaches that work best for them.
- Encouraging confidence, resilience and self-esteem.
- Working in close partnership with parents, carers, children and external agencies.
- Identifying needs early so the right support can be put in place quickly.
- Making appropriate provision to allow pupils with SEND to develop their strengths, interests and skills.
- Promoting independence, self-worth and a sense of achievement for all.
- Regularly reviewing provision to make sure we are offering the very best practice.
- Our SEND Leadership and Partnerships

Our SENDCo, Mrs Jenna Liptrot, is a member of the school leadership team and reports directly to the Governing Body, who have a named SEND Governor. Mrs Liptrot attends training and supports staff so that provision is consistent and effective.

Our Learning Environments:

We believe that wellbeing and learning go hand in hand. Classrooms, reading areas and intervention spaces are regularly reviewed to ensure they are calm, therapeutic and inclusive.

Everyday strategies embedded across the school include:

- Dyslexia-friendly text, fonts and backgrounds

- Word banks, visual supports and toolkits
- Repeated and broken-down instructions
- Use of symbols and scaffolds
- Visual timetables and supportive routines
- Calm spaces and wellbeing activities

These strategies are in place for all children, and staff adapt them to meet individual needs where required.

Our Curriculum

We place a strong emphasis on early reading and language development. All staff are trained in Sounds Write phonics, followed by Vocabulary Ninja, and are responsible for phonics teaching at any year group. Creative expression, debate, storytelling and opportunities to justify opinions are built into our curriculum so children develop strong communication skills.

Our curriculum is enriched through:

- Outdoor learning in our extensive grounds
- Technology, including our on-site radio station
- Community engagement through our reading café
- Elective opportunities for all pupils from Reception to Year 6
- Trips, visitors and extracurricular activities designed to be fully inclusive

How We Identify and Support SEND

We use a graduated approach in line with the SEND Code of Practice and GMOAIP. Teachers and the SENDCo work together to monitor progress through observations, assessments, pupil progress meetings and open conversations with parents.

For most children, needs can be met through inclusive classroom practice and targeted support. Where more complex needs are identified, we work closely with families and professionals to develop SEN Support Plans or apply for an Education, Health and Care Plan (EHCP) if required.

Types of Need We Support

We have experience in supporting children with needs across all four broad areas of SEND:

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health (SEMH)

Sensory and/or Physical needs

Monitoring Progress and Involving Parents

We use a combination of end of unit quizzes, termly essays and ongoing assessment to track progress. Individual support plans are reviewed regularly and shared with parents. Children and parents are always involved in planning and reviewing support, with their voices central to decision-making.