

The Shevington Federation

**Policy for
Special Educational Needs & Disability
2025-2026**



The Shevington Federation

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Review: Annually

At Shevington Vale Primary School and Nursery, we are committed to providing an inclusive education that enables every child, from the age of 2 through to 11, to thrive academically, socially, and emotionally.

This policy sets out how we identify, assess, and support children with Special Educational Needs and Disabilities (SEND), in line with:

- The **SEND Code of Practice (2015)**.
- The **Children and Families Act (2014)**.
- The **Equality Act (2010)**.
- The **Greater Manchester Ordinarily Inclusive Practice (OIP) Toolkit (2023 draft)**.
- Statutory guidance for EYFS (Early Years Foundation Stage).

The policy has been reviewed in consultation with staff, governors, and parents, and is updated annually.

SCHOOL SETTING AND BELIEFS

Shevington Vale Primary and our Section 27 Nursery – The Dell cater for children aged **2–11**. We are proud of our inclusive ethos and believe:

- **All teachers are teachers of SEND**, from Nursery to Year 6.
- High-quality, inclusive teaching forms the foundation of our SEND provision.
- Early identification of need is essential, particularly in our Nursery and Reception classes, to ensure children are supported from the outset.
- Parents and carers are our partners, and the voice of the child is central to our practice.

The school is part of a Federation along with Shevington Vale Primary School in Appley Bridge, with an Executive Headteacher responsible for both schools.

Here, we believe every child is a unique and know that they require a range of learning styles in order to achieve their full potential. We value all abilities and achievements and are committed to providing high-quality inclusive learning that promotes intellectual and personal development along with independence. We aim to enable all children to participate fully in school life.

The SEND Code of Practice (2015) states that: '*Special educational provision is underpinned by high quality teaching and is compromised by anything less*'

Our experience has helped us to recognise the positive benefits that whole school inclusion brings; ensuring that children with additional needs are wholly supported enriches and strengthens our community. We believe that all our teachers are teachers of SEND. We seek to ensure full access to the curriculum so that all children have the opportunity to progress and achieve their full potential.

We also recognise that for some children, educational provision may be additional or different to that of the majority and so we will always endeavour to provide the very best education as stated in The SEND Code of Practice (2015): '*Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it*'.

AIMS

- To have high ambitions for all children including those with additional needs
- To promote the inclusion of all children thereby ensuring full access to the curriculum.
- To work in close consultation with parents and allow children to have a voice

- To enable Children with SEND to have the opportunity to develop to their full potential with the guidance and support of their class teacher, SENDCO, teaching assistants and the Targeted Education Support Service, which is currently offered via Wigan Local Authority.
- To ensure that additional or different provision is reviewed regularly following the Graduated Approach (Assess Plan Do Review).
- Prepare children for smooth transitions between Nursery, school, and secondary education.

POLICY DEVELOPMENT

This policy describes in detail the procedures and systems which have been established for meeting the objectives of providing an integrated education for all children with SEND, whilst aiming to provide the entitlement of access to a full and balanced curriculum, including the National Curriculum. It follows the guidance set out in the SEND Code of Practice (2015).

DEFINITION OF SEND

The Special Educational Needs Code of Practice (2015) states that:

A child or young person has SEND if they have a learning difficulty or disability that calls for additional or special provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Disability is defined as “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

The Special Educational Needs (SEND) Code of Practice for 0 to 25 years identifies four broad areas of Special Educational Needs:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotion and mental health difficulties
4. Sensory and/or physical needs

(See Appendix A for definitions and interventions)

Section 19 of the Children and Families Act (2014) makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- The views, wishes and feelings of the child or young person, and the child’s parents
- The importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

PARTNERSHIPS WITH PARENTS

We believe that education is most effective when school and family work in true partnership on a shared and common goal towards a fulfilled and independent future. Often children’s longest and most influential educators are parents or carers. We believe that by learning from them about their child and using our knowledge of education we can empower families to support their children, advocate for their rights and allow children to thrive. We learn from our families about their beliefs and values and welcome all who support our school values into our community.

Parents will be involved in the process by:

- ◆ being informed of any initial move towards SEND for their child as soon as any concern is recorded in school;

- ◆ forming a partnership with the school by being involved in their child's individual learning plan for SEN;
- ◆ regular meetings with class teacher/SENDCO both formally (Parents' Evening or appointment) and informally
- ◆ having an opportunity to express their views at any reviews which take place;
- ◆ playing an integral part in any home/school programmes

Parents who require additional advice or support can contact the SEND Information Advice and Support (SENDIASS) Services either via email sendiass@embracewiganandleigh.org.uk or by telephone 01942 233323.

ADMISSIONS

Children with SEND are admitted into school in accordance with the whole-school admissions policy (See Admissions Policy)

IDENTIFICATION

We recognise the benefits of the early identification of special educational needs in order to ensure effective provision and improve long-term outcomes.

Needs may be identified a number of ways:

- Whole school assessment data.
- Teacher assessments and tests.
- Observations noted within school
- Concerns raised by class teaching staff
- Concerns raised by parents.
- Concerns raised by child.
- Information received from pre-school settings and from previous schools if pupils transfer.
- Information received from other services (eg health care).
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We use the Greater Manchester OIP Toolkit to support identification, ensuring that classroom strategies and inclusive practice are in place before additional interventions are considered.

Identification within the pre-school settings

Pre-school staff work closely with parents and the Early Years Inclusion Team at Wigan LA. Parental consent is always obtained prior to any consultations. When concerns are raised about a child's development, a senior member of staff attends an IPM meeting with a member of the Inclusion team. Decisions are then made around the best provision for the child. This may result in some additional funding during the pre-school year and may continue into the child's reception year at school.

Any child identified as having SEND, will be reviewed each term with a variety of agencies involved in the review, and always including the parents.

THE GRADUATED APPROACH

This section sets out the process by which we manage the provision for children with SEND. It is essential to note that all teachers are teachers of SEND, and a child is only said to have SEND if they do not make adequate progress once they have had experience of high quality teaching. The most important thing that all teachers and support staff provide is exemplary Quality First Teaching, and in doing so, the vast majority of children make good progress from their unique starting points.

All teachers are responsible and accountable for the progress and development of the children in their class, including those children who access some support from teaching assistants (TAs) or specialist staff.

High 'quality first' teaching and whole class SEND strategies embedded in teaching are the first approaches used for children who may or may not have SEND. This can be monitored via:

- regular observations of teaching and learning
- monitoring of work
- learning walks
- parent-teacher meetings
- regular progress meetings and target setting

As such, we continually review the quality of what we offer children (including for those children at risk for underachievement).

When a pupil is identified as having SEN, we endeavour to remove barriers to learning and put effective special educational provision in place. This takes the form of a 4-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

1. Assess

In identifying a child as needing SEN support, the class or subject teacher, working with the SENDCO will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. This assessment will be reviewed regularly. This will help ensure that support and intervention is matched to need, barriers to learning are identified and overcome, and a clear picture of the interventions put in place and their effect is developed.

2. Plan

Where it is decided to provide a pupil with SEN support, the parents will be formally notified. The teacher and the SENDCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system, including the provision maps and individual record sheets.

Individual Learning Plans will be used to record the agreed objectives for the child, along with the support they will receive.

3. Do

The class teacher will remain responsible for working with the child on a daily basis. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

In practice, implementing this will mean:

- Delivering high-quality teaching to the student in every lesson.
- Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified.
- Working with any Teaching Assistants who are supporting pupils with SEN in your lessons.
- Implementing any targeted interventions or specialist provision where this requires the involvement of the teacher.
- Continually assessing and monitoring the student's progress and making any necessary adjustments to planning and teaching as a result.
- Communicating regularly with the student, their parents, the SENCO and any other staff involved in order to establish how things are going and whether any changes are required.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of support and interventions will be evaluated along with pupil and parental views. This feedback will then be used to ensure the next steps are thoroughly revised and next steps are the most effective.

It will be at this stage that individual learning plan may be revised.

PROVISION

Our federation aims to offer excellence and choice for all our children and parents, whatever ability or needs. We meet these needs, in the first instance by providing high 'quality first teaching and whole class SEND strategies.

Within teaching and learning we respect the fact that children may:

- have different educational, behavioural and emotional needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information in different ways and at different rates

Teachers organise their classrooms using dyslexia and autism friendly principles

Where pupils are identified as having SEN, the school provides for these in a variety of ways, ensuring that provision is specifically tailored to a child's individual needs.

The range of provision may include:

- Peer group learning partners.
- Dual coding
- Task slicing and visual timetables
- Provision of alternative learning resources, if useful
- Staff development/training to undertake more effective strategies.
- Targeted intervention or support
- Access to Specialist Teaching and Educational Psychology Service, or other support services for advice on strategies, equipment, or staff training.

Nurture Provision

At each school we have Nurture provision available for those pupils who require social, emotional and mental health support. The Nurture sessions focus around developing particular skills and providing children with a safe, nurturing, confidential forum to express their feelings and emotions. Some of this nurture may be within small groups and some may be one to one support at the point of need

TRAINING

To maintain and develop the quality of teaching, learning and provision that responds to the strengths and needs of all children, all staff are strongly encouraged to undertake training and continuing professional development. The training needs of staff are identified in a variety of ways including:

- Induction meetings
- NQT mentoring
- performance management
- questionnaires, observation and feedback
- monitoring
- co- coaching and peer reviews

Some training is planned based on the needs of all staff (e.g. familiarising everyone working in the school with the new Code of Practice) and others based on the type of role they carry out/children with whom they work (e.g. training for staff working closely with children with autism).

Our Federation SENCOs are completing/qualified with the Post Graduate Certificate National Award for SENCOs (NASENCO), which is a statutory requirement for all schools, and also regularly attend the network meetings to keep up to date with local and national initiatives for SEND, and to cascade these developments back to the wider staff team.

INVOLVEMENT

Involving Parents / Carers

Where a pupil is receiving SEND support, we will meet with parents at least 3 times a year (termly) to set clear goals, discuss the activities and support that will help to achieve them. We review progress and identify the responsibilities of the parent, the pupil and school. We readily share information with parents regarding provision that their children are receiving. We also like to ensure that we provide everything in a parent/carer friendly format to ensure understanding from all parties. We may do this by explaining technical language or writing notes that are laid out clearly or simply by verbal explanation of reports prior to a meeting.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any such decisions. The involvement of specialists and any discussions and agreements will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Specialist service support can come from a wide variety of sources, including:

- Outreach Services
- Start Well
- Visual Impairment services
- TESS Team (Targeted Educational Support Service)
- CAMHS (Children and Adolescent Mental Health Services)
- Educational Psychologist
- Occupational therapists
- Physiotherapists
- Speech and Language

In order to secure the involvement of these specialist services, referrals are made, with the consent of the parents.

EDUCATION AND HEALTH CARE PLAN (EHCP)

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school will consider, in consultation with parents, requesting an Education, Health and Care needs assessment. Parents also have the right to request an EHC assessment themselves.

When making an education, health and care assessment, local authorities must consult with the child their parents, the young person, and consider their views, wishes and feelings and any information provided by them or at their request. Local authorities must also gather advice from relevant professionals.

The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.

Once finalised, it is the named School and Local Authorities responsibility to ensure that the objectives and actions within it are addressed and reviewed regularly and in consultation with parents and other professionals who may be involved.

REQUESTING A PERSONAL BUDGET

- A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in an EHC plan where the parent or young person is involved in securing that provision.

- Young people and parents of children have a right to ask the local authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHC plan
- Personal budgets should reflect the holistic nature of an EHC plan and cover the special education, health and care services specified in the plan as appropriate.
- Parents' views must be considered when deciding how the money will be spent.
- The provision to be delivered through a personal budget will be set out as part of the provision specified in the EHC plan
- The personal budget can include funding from education, health and social care

TRANSITION ARRANGEMENTS

Transitions are planned carefully across all stages:

- **Nursery to Reception:** Joint meetings, shared assessments, and home visits where appropriate.
- **Reception to KS1 / KS2:** Continuity of provision and shared information.
- **Primary to Secondary:** SENDCO liaises with receiving schools, ensuring plans and strategies are shared.

For children with identified SEND, additional visits and transition support are arranged.

ROLES AND RESPONSIBILITIES

SEN Governor

The key responsibility of the SEND governor is to have oversight of the school's approach to SEND.

This may include:

- informing the governing body about SEND systems and practices in the school and assuring them that the school is compliant with statutory duties
- helping to raise awareness of SEN and Disability issues at governing body meetings
- meeting termly with the SENCO for a support and critical friend meeting
- ensuring that the notional budget for SEND is appropriately allocated to support children with SEND
- ensuring that all children with SEND have access to a broad and balanced curriculum
- giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- helping to review relevant policies
- ensuring that the school has regard to the SEN Code of Practice
- visiting the school to talk to stakeholders about their satisfaction with the SEND provision
- assuring the governing body that the school website publishes the school's SEND offer in accordance with the latest regulations

SENCO

At Shevington Vale the SENCO is a class teacher who is released from class 3 hours per week to fulfil these duties so it is necessary to prioritise children's needs.

In addition to the responsibilities outlined above, the new Code outlines the main responsibilities of the SENCO, including:

- overseeing the day-to-day operation of this policy
- co-ordinate provision for children with SEND, especially those at SEN Support (intensive)
- liaising with the relevant designated teacher where a Looked After child has SEN

- advising teachers and support staff on the graduated approach to providing SEN Support
- advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- liaising with parents/carers of children with SEND

- liaising with early years providers, other schools, EPs, health and social care professionals, and
- independent or voluntary bodies
- acting as a key point of contact for external agencies, especially the LA and its support services
- liaising with potential next providers of education to ensure pupils and their parents are informed
- about options and a smooth transition is planned
- working with the Headteacher and Governing Body to ensure that the school meets its
- responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access
- arrangements
- ensuring that the school keeps the records of all children with SEND up to date.

The SENCO is also responsible for:

- the development of the school offer
- overseeing CPD planning for staff in relation to SEND
- liaising with SLT on strategic issues regarding SEND
- managing the effective deployment of support staff working to meet the needs of children with SEND
- quality assuring the work of support staff delivering aspects of more intensive SEN support, as well as advising teachers on high quality strategies/interventions to promote learning and development
- gathering and acting on children's views, wishes and feelings in relation to the SEND provision in school
- ensuring Annual Reviews take place effectively and within appropriate timescales.

Class Teachers

In addition to the responsibilities outlined above, the class teacher:

- adapts their teaching approaches to reflect the range of needs within their class
- takes account of this policy when working with a child with SEND
- ensures that all children know what the next step they need to take in learning is, and what they need to do to get there.

TAs

TAs have an important role to play in ensuring all children with SEND make progress, critically in how they work under the direction of the teacher to meet the needs of the children with who they work. Their responsibilities are further outlined in our how TAs work processes.

SLT

The role of SLT is critical in ensuring a strategic whole school approach is taken to meeting the needs of children with SEND. The Executive Headteacher and Deputy Executive Headteacher model for all staff, children and parents/carers the value of inclusion and respect for diversity, and sets the standard of what is expected from everyone working in the school.

Other responsibilities include:

- set the strategic direction in consultation with the SENCO
- seek SENCO input when reviewing SEND budget
- establish and monitor with the SENCO resources (including commissioned support services and
- additional TA support)
- ensure the SENCO is meeting with and informing Governors about SEND issues on a regular basis
- ensure SEND Policy is in place and that the SENCO takes an overview in its day-to-day

- implementation
- ensure staff and governor training and development needs relating to SEND are identified and met
- ensure Accessibility Plan is in place.

SLT play a critical role in helping teachers determine whether a child has SEND or is underachieving for other reasons. They are also key resources for teachers to draw on in ensuring that their quality first teaching is of a high enough standard and is monitored/evaluated. They also support teachers with strategies, working together to critically analyse what is working for children and supporting the review of progress at progress meetings.

DEALING WITH COMPLAINTS

We hope that every parent/carer is happy with what is in place for their child. If they have anything you are not sure about, or have a concern with, the first thing to do is always discuss this with the child's class teacher. In most instances, issues are resolved at this stage. However, if they remain unhappy, they can also speak to the SENCO or the Deputy Executive Headteacher or Executive Headteacher. Copies of the school's complaints procedure are also available.

SAFETY

Health and Safety issues will occur regularly throughout the programmes of study. In their planning of practical activities staff will need to anticipate likely safety issues. They will explain any reasons for safety measures and discuss any implications with the children where possible.

The Wigan LA Health and Safety Policy and Safety Manual are also available in the staff room.

CONFIDENTIALITY STATEMENT

- Staff members and Governors of the Federation schools, have a statutory obligation to safeguard personal and confidential information about children and colleagues
- All information about individuals is private and will only be shared with the staff that need to know.
- All personal information is held in a safe and secure place which cannot be accessed by anyone other than specified school staff.
- Staff members are aware that any breach of confidentiality may be a matter for disciplinary action
- Children have the same rights to confidentiality as adults. However under child protection procedures, children are told that, in exceptional circumstances, some information may need to be shared with parents / carers or other people.
- Parents are informed through our Fair Processing Notice about the level and range of data that is shared and the agencies with whom it is shared and their right to consent to disclosure.
- Parents / carers may request access to information on behalf of their child.
- Further details can be found in our Confidentiality Policy which can be obtained on request from the school office.

The Federation SENDCOs are Mrs J Thomas and Mrs J Liptrot. They can be contacted via the school offices:

- **Millbrook – 01257 404552**
- **Shevington Vale – 01257 253559**

The designated Governors with responsibility for SEND is Rebecca Rolfe

Please read this policy alongside our SEND School Offer, which also incorporates our SEND Information Report. This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: DfE Advice for Schools (2013)
- SEND Code of Practice 0-25 (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014), and out
- related school policy
- Safeguarding Policy
- Teachers Standards (2013)
- Medical Needs Policy
- Children and Families Act (2014).
- Statutory Framework for the Early Years Foundation Stage (2021).
- Greater Manchester Ordinarily Inclusive Practice (OIP) Toolkit (2023 draft).