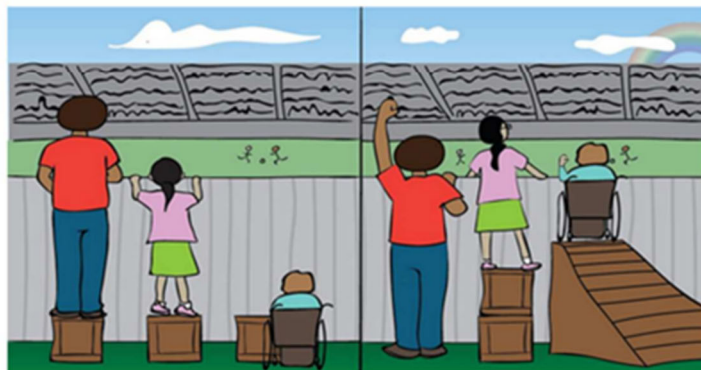


Marsh Green Primary School SEND Policy & Information Report



"Inclusion is not about giving every child the same thing, it's about ensuring every child has what they need to achieve"



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PURPOSE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

DEFINITIONS

What is SEND?

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

The [SEND Code of Practice 2014](#) and the [Children and Families Act 2014](#) gives guidance to health and social care, education and local authorities to make sure that children and young people with SEND are properly supported.

There are 4 broad areas of Special Educational Needs, these are:

Cognition and Learning.

Communication and Interaction.

Social, Emotional and Mental Health.

Sensory and/or Physical Difficulties.

With regard to these categories, the Code states that "Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset."

Communication and Interaction:

Communication and Interaction can encompass a lot of needs that a child may have, including **Autistic Spectrum Condition (ASC)**. Some communication and interaction issues that can present themselves in Autistic children include:

- Difficulties understanding and using verbal and non-verbal communication.

- Understanding social behaviours and expectations, which can impact on a child's ability to interact with other children and adults around them.
- A reliance on structure and routine in their life.

As well as ASC, Communication and Interaction can also include **Speech, Language and Communication Needs (SLCN)**. Children and young people can experience a range of difficulties that are linked with speech and language. Speech, Language and Communication Needs can present themselves in a variety of ways, including:

- The production of speech.
- Struggling with finding the right word, or not being able to join words together in a meaningful way.
- Problems communicating through speech, for example difficulties finding the correct language to express thoughts and ideas that they are having.
- Difficulties and delays in understanding or responding to verbal cues from others.
- Understanding and using language in specific social situations.

Cognition and Learning:

Cognition and learning can cover a range of needs. Children are identified as having cognition and learning needs if they have difficulties with literacy and numeracy (which therefore impacts their ability to access learning across the curriculum), or if their levels of attainment are significantly below age-related expectations.

Some pupils with cognition and learning needs may have a **Specific Learning Difficulty (SpLD)** Some examples of specific learning difficulties are:

- Dyscalculia:** Pupils with dyscalculia have difficulty in acquiring maths-based skills. This can be especially clear if a pupil performs well in all other subjects. Children with dyscalculia can struggle with spotting patterns and making estimates.
- Dysgraphia:** Dysgraphia is a specific learning difficulty that can affect a child's ability to express themselves through writing. Dysgraphia affects fine motor skills. This means that it is often the case that children with dysgraphia can express themselves orally fluently but struggle when writing.
- Dyslexia:** Dyslexia is a specific learning difficulty that affects the way that someone processes information. This makes skills like spelling and reading difficult, and can affect organisational skills and memory.
- Dyspraxia:** Dyspraxia is also known as developmental coordination disorder (DCD). For children with dyspraxia fine and gross motor skills can be difficult to learn. This means that they can show signs of clumsiness and struggle with organisation skills. Pupils with dyspraxia may also have poor balance, coordination, and spatial awareness, and may try and avoid certain actions like running, skipping, and hopping.

Other children identified as having Cognition and Learning Needs may have more general learning difficulties or disabilities. These are known as global difficulties and include moderate learning difficulties (MLD), severe learning difficulties (SLD), and profound and multiple learning difficulties (PMLD).

Moderate Learning Difficulty (MLD): Children with MLD may have greater difficulty in basic literacy and numeracy. They may also have speech and language issues. Pupils with MLD are likely to need additional support outside of the National Curriculum. The effects of having an MLD can also lead to children having lower self-esteem, lower levels of concentration, and under-developed social skills, so it is important that adults watch out for the well-being of pupils as well as their academic achievements.

Severe Learning Difficulty (SLD): Children with severe learning difficulties are likely to need substantial support in all areas of the curriculum. Most children with SLD have other needs such as physical, sensory, communication, and interaction needs and social and emotional needs, as well as their cognition and learning needs.

Profound and Multiple Learning Difficulty (PMLD): Children with Profound and Multiple Learning Difficulties have more than one disability, the most significant of which is a profound learning disability. Having a profound learning disability and other disabilities significantly affects an individual's ability to communicate and be independent. Children with PMLD may have difficulties seeing, hearing, speaking, and moving. It is likely that they will have needs in all four areas.

Social, Emotional and Mental Emotional Health:

Children with Social, Emotional, and Mental Emotional Health can display signs of this in a variety of different ways, some may be withdrawn and prefer to be alone, whilst others may be hyperactive and find it difficult to when concentrating on tasks.

For some children, their emotional needs may impact their learning. For example, they may not be able to follow requests such as to sit still with arms folded or stay quiet during lessons. It is important that children with SEMH needs are able to learn in an environment that suits them, for example, they may need to take regular movement breaks, use fidget items, and be given opportunities to move around the classroom or school whilst learning.

Children with SEMH needs may have anxiety. This may be reduced by providing clear routines and explanations of what to expect each day. Children with anxiety may also benefit from being provided with a calm space to go to whenever they need it.

Sensory and/or Physical:

Some examples of sensory and physical needs include:

Hearing Impairments: In educational settings, pupils are typically considered to have a Hearing Impairment if they require hearing aids or adaptations to their learning environment in order to access the National Curriculum.

Visual Impairment: In general, a Visual Impairment is defined as an eyesight problem that cannot be corrected with glasses, contact lenses, or surgery. In educational settings there a few different terms that may be used including partially sighted, low vision, legally blind, and totally blind to describe the level of sight a student has and help determine the adaptations that they may benefit from.

Sensory Processing Difficulties: Children with sensory processing difficulties may be [sensory avoiders, or sensory seekers](#). This can result in them avoiding certain experiences or becoming anxious or overwhelmed by sensory input. It can also cause children to seek out sensory input, for example by making repeated movements,

chewing items or fiddling. Sensory processing issues are particularly common among Autistic pupils, and providing a learning environment that meets these needs will enable pupils to learn more easily and improve wellbeing.

If the school is specialist, which types of special educational need do you cater for?

The direct answer to this, is that Marsh Green Primary School strives to cater for all types of SEND where reasonable adjustments by the school can be made.

The following aims to explain what those reasonable adjustments are:

Marsh Green Primary School is a mainstream provision which also has a limited number of places which can be offered as "Resourced Provision" for children who in addition to having an EHCP would benefit from further support and resources. The school has a limit of 5 RP children at any one time.

Resource Places are allocated by the LA and this means for parents, requests for those places must go to the LA. The LA will consult with school whether or not the school has capacity for an RP and if the school can meet the specific needs of the child needing a RP.

Any child including those with RP must be able to access the mainstream curriculum and their classroom for 50% or more of their time over a school week through reasonable adjustments. Access also takes into account the child's ability to make progress, achieve and safeguard their well-being within a mainstream provision. Allocation of an RP place also considers the cohort's needs in terms of all children benefiting from available support by the school in a balanced and equitable way. It is important to note that, full-time 1:1 support is not within the means of an EHCP and RP Place, but small group work with peers at a similar stage is within the school's means.

ROLES AND RESPONSIBILITIES

The Inclusion Team is made up of:

The SENDCo's - Kathryn Parkinson and Rachel Gittins.

SEND Support - Mel Green (Assistant SENDCo) , Annette Hamilton

Pastoral Support - Annette Hamilton (Pastoral Lead), Mel Green & Jo Hervey, Di Lowery

SEMH Lead - Jo Hervey

Contact:

k.parkinson@marshgreen.wigan.sch.uk

send@marshgreen.onmicrosoft.com

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The Inclusion Team will:

- Work with the Head Teacher, Deputy Head Teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual children with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high quality learning and teaching.
- Advise on the Graduated Approach to providing SEND support. Source Continual Professional development (CPD) for staff for maximum impact on children's development.
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure children and their parents are informed about options and a smooth transition is planned.
- Work with the Head Teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all children with SEND up to date.

The Governing Body has a SEND representative. The SEND Governor will:

- Help to raise awareness of SEND issues at Governing Body meetings.
- Be a critical friend to the school and provide challenge within evaluations.
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Body on this.
 - Work with the Head Teacher and the Inclusion Team to determine the strategic development of the SEND policy and provision in the school.

The Head Teacher of the School will:

- Work with the Inclusion team and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

Class Teachers are responsible for:

- The progress and development of every pupil in their class.
- Working closely with the Inclusion Team, in particular through regular 'SEND Clinics' to review pupils' progress, attainment and well-being.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
 - Ensuring they follow this SEND policy.

Teaching Assistants and Support Staff are responsible for:

- The progress and development of every pupil they support.
- Working closely with any class teachers or specialist staff to implement and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Inclusion Team to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

IDENTIFICATION & DECISION MAKING

What should I do if I think my child needs additional support?

Your child's class teacher is the first point of contact regarding any concerns you may have. Following on from this, the Inclusion Team may provide extra support through initial discussions.

How will the school decide if my child needs additional support?

The Graduated Approach

School implements a graduated approach to teaching and learning. This means that...

ALL children have the right to access first quality teaching of the curriculum.

SOME children will need extra support to ensure that access.

FEW children will need significant and personalised support.

Through regular and formal termly SEND CLINICS teaching staff meet with the Inclusion Team and discuss children's progress, attainment and any concerns.

Additional assessment in school

APDR's

Those children needing extra support will be monitored on an APDR (Assess, Plan, Do and Review Cycle). This outlines what works well for the children, what they need extra support with, and how and when they receive that extra support. A cycle lasts half a term and will be reviewed. Most children make the expected progress. This does not mean they have SEND and therefore will be monitored and not added onto the school's SEND register.

Any child needing longer term support and/or exceeds the school's first £6000 (15 hours a week) of additional input will be supported further by an application for additional funding to the Local Authority (LA) to meet their needs.

Involvement of other professionals

At any stage, other professionals may be involved to help assess, advise and plan for the extra support a child needs. This may include; Early Learning Childcare Team (ELCCT), Early Years Health Development Team (EYHDT), Targeted Educational

Support Service (TESS), Educational Psychologist (EP), Speech and Language Therapist (SALT), Physiotherapist, Occupational Therapist (OT), Sensory Support Team etc.

Parents may wish and in some instances are advised by the Inclusion Team to make an appointment with their GP, for a referral to a Paediatrician. School cannot make referrals to the Paediatrician but parents via their GP can. Once a referral has been accepted, school can liaise directly with the Paediatrician, providing on request a 'Summary of Needs' of a child and contributing to assessments.

Trained staff on the Inclusion Team, can 'screen' children on the likelihood of dyslexia, EBSA (Emotional Based School Avoidance), Speech, Language and Communication difficulties and other barriers to learning. However, such 'screening' offers suggestions and not diagnoses. If such screening was felt necessary school would consult parents, share outcomes and advise ways forward and identify other professionals that could confirm or provide a diagnosis. The necessity for screening is decided by the Inclusion Team when all support has been exhausted and progress made is minimal. Screening cannot be requested otherwise.

RECAP

ALL Children: Quality First Teaching (universal provision for all children in the class, with differentiation where necessary).

SOME Children: When a child is given additional intervention on top of Quality First Teaching and differentiation, provided for by the class teacher and Inclusion Team. Or, when a child is supported by professionals e.g Speech and Language Therapist (SALT), Physiotherapist, Occupational Therapist, Counsellor, Sensory Support Team for children with a Visual or Hearing Impairment, Targeted Educational Support Service (TESS), Educational Psychologist (EP) etc.

FEW children: Where a child has...

- TISS (Targeted Individual Support Service Funding for Young Explorers and Nursery Ducklings Children)
- EYAR (Early Years Additional Resource Funding for Reception Children)
- EHCP (Educational Health Care Plan with Funding for KS1 and KS2 Children).

SUPPORT WITHIN IN THE CURRICULUM, SPECIALIST HELP AND COMMUNICATION

How will my child be supported?

Your child will receive First Quality Teaching that's includes differentiated activities, environment and resources etc. to enable them to access the curriculum for their year group and thrive.

Some children may need additional support to First Quality Teaching called '**interventions**' that may involve but are not limited to;

Small Group Teaching - to decrease the distractions/ sensory overload of a large classroom. To increase focus and attention span whilst providing a more adapted level of work specific to the children's stage. The success will show accelerated progress towards their age expectations and access to larger group teaching and learning.

Additional Physical and Sensory Breaks - These can take place within the classroom through performing brain gym exercises, short yoga sessions and mindfulness activities. It can also be a sensory walk around the school to offer a short break from sensory overload and to open up the child's 'window of tolerance'. It may also utilise the outdoor equipment and environment where an energy burn off is needed. The success will show increased regulation and the use of self-regulation skills applied to all aspects of their life.

Sensory Room Session - a program of exercises that develop vestibular, proprioception and regulation within a room equipped with specialist equipment, climate control and green screen technology. The success will show improved gross motor skills and increased regulation.

Visual Timetable - In addition to the class visual timetable children may have a smaller version to support attention and limit anxiety. This can range from half a day to specifically 'what is happening now and next'. On occasion some children have an object reference to what is happening now and next if visuals are not yet accessible. The success will show full access to the class visual timetable and improved well-being of the child and more independent organisation skills.

Learn to Learn Time - This is a short session that targets children's development in sharing, turn taking and regulation. These are the foundation skills needed for collaborative learning within the curriculum. This may take place outdoors, within small groups or pairs learning and practising the skills through games. The success will show collaboration with peers during curriculum work and play.

Keys To Communication - These are short, focused, adult led activities working on the children's speaking, listening and understanding skills. The success will show through the transference of their speaking and listening skills and their understanding to their class curriculum.

Bucket Time - This builds upon a child's attention span and concentration. It develops their ability to be able to attend to an activity or object for extended periods of time. It also promotes their ability to be able to engage in shared attention- they are attending to something with another person and in a social activity. The success will show through transference of their attention and concentration skills to the classroom full time.

Counselling - Some children are referred to our School Counsellor to support their Social, Emotional and Mental Health (SEMH). They have weekly sessions with the counsellor over a fixed time period.

Respite - Some children need rest and restorative sessions to build up their sensory tolerance to the demands of a mainstream school. This can look like short sessions bonding within a trusted adult over a game of chess or time to recharge through child led play/ work, exploring a particular interest, schema or time within their 'attention tunnel' in the case of children with ASC. The success will show less time spent within respite and increased to fully spent time in the classroom.

Therapeutic Session for Resilience Building - Some children will access a weekly session for a fixed time period with a small number of other children. These sessions offer therapeutic activities that build up their personal resilience to challenges they may encounter in school and the wider community. Success will show self-care and coping skills applied to life outside of the session.

NEST (Nurture, Emotional and Social Therapy) - Some children will access three sessions of NEST per week over a fixed time period. Children in need of NEST sessions are identified through a Boxall Assessment following SEMH concerns raised by staff, parents, carers and other agencies. Success will show self-care and coping skills applied to life outside of the session.

Zones of Regulation Plus - At Marsh Green Primary School all children learn to manage and navigate their emotions through co-regulation with staff leading onto successful independent self-regulation. This enables a harmonious, empathetic and safe learning haven at Marsh Green and on leaving us, they are equipped with those life-long skills. Some children need further support through additional discrete sessions with the Inclusion Team that enhance this approach. Children learn to identify, accept and process their emotions that can be categorised into one of the four zones; red (typically angry), blue (typically sad), yellow (typically anxious or over excited) or green (calm and ready to learn). Success will show self-regulated behaviours and a green zone environment for all.

Occupational Therapy, Physio Therapy and Speech and Language Therapy (SALT) - Some children who are under OT, Physio and/ or SALT services will have a specific program of recommendations to follow. School will enable times for such programs to take place within school. As a school, we work closely with and encourage services to complete reviews on school premises to enhance communication and attendance of reviews and assessments.

Soft Landings - Some children need support with transitions in the day be it into school or within school transferring between activities, lessons and break times. 'Soft Landings' are reasonable adjustments that support transitions. These may be meeting a trusted adult at the start of the day and beginning with a sensory break or respite.

This may be applied to other transitions within the day, always with the aim to return to the whole class environment and curriculum. The success will show less to no reliance on the soft landing and making transitions within school day in line with their peers.

Extra Specific Skills Practise - This may be but not limited to reading, maths, writing, phonics, handwriting, working memory. Identification of the area is specific to the child. Interventions target the needed support and may look like more time spent on that area, adapted teaching to that stage or discrete skills teaching in small groups. Success will show improved skills and transference to their work/ play and improved progress and achievement for the child.

How will the curriculum be adapted for my child with SEND?

Early Years are immersed in a holistic curriculum which develops across KS1 and 2 into thematic learning, helping children to retain subject content and skills, and transfer this to all areas of learning. Children are encouraged to show perseverance and resilience, having the growth mind-set to learn through their mistakes and achieve to be the best that they can be.

Adaptions

In some instances, the curriculum will be broken down into small steps and assessed on scales called 'P Steps'. These are specifically for those children who are working significantly below their age expectations, and ensures progress is planned for and made at the pace and stage for those children's development.

To ensure equity, we tailor the curriculum according to individual needs in order to remove barriers. What ties the adaptions needed for individuals and groups of children is the 'thematic' nature of the curriculum. Regardless of what stage the children are working at be it on P Steps scale or within their Year Group Age expectations, all children will be learning within the context of the same theme/ topic.

We aim for all children to access the curriculum with their peers in their classroom, making reasonable adjustments for each child to achieve success. However, there are times when we can maximise learning or need to address specific barriers to learning by organising the children to work in small groups or in a one-to-one situation outside the classroom (the interventions as described earlier). Interventions are carefully planned, time limited and overseen by the class teacher and the Inclusion Team. As previously described, the aim and success of the interventions are in the return to the classroom equipped with the skills to succeed within it.

Will my child need extra funding to support them and how will it be used?

Some children, despite diagnoses and/ or a large gap between their stage of learning and age expectations, can make progress with reasonable adjustments within the school's first 15 hours of extra support. For those children the LA would not deem it necessary to provide extra funding in the form of an EHCP. Also, if the school's extra

support tips over 15 hours, but it cannot be determined if that support is needed long term, then the LA will not grant an EHCP. To determine a long term need, the school needs to show evidence of two school terms of excess support beyond 15 hours. For parents, this means waiting to see the outcomes of two terms of extra support (in excess of 15 hours) before an EHCP can be applied for.

A Few children when in receipt of additional funding from the Local Authority (LA) in the form of TISS, EYAR, EHCP will have the fore mentioned interventions and a more personalised timetable of support to meet their needs and help to access the curriculum.

The level of funding is tiered ranging from HB02 - HB17. For example, HB02 = 2 hours of additional support on top of the school providing the first 15 hours of additional support. This means that in total your child will receive 17 hours of additional support within the schools 32.5 hour week.

The hours of additional support is usually used to fund additional staffing and/ or equipment in your child's class. This will help to provide small group teaching where needed including personalised interventions that is beyond whole class teaching. It **does not mean your child receives 1:1 adult support** for all that time, as funding does not cover the cost of this. All support has the aim to develop your child's independence in that area of skill, knowledge or learning. Over support has the opposite effect on this aim.

How will my child be supported through transitions and change?

To The Next Class

All class teachers exchange information at the end of the school year with the child's next class teacher. Children are comprehensively discussed at SEND clinics to prepare and plan for their new APDRS's for the first term in their new class. 'Inspire' sessions are held whereby children visits their new class on a number of occasions to get to know their new teachers and environment. Some children have additional informal visits to support them further.

To High School

The Inclusion Team and the Year 6 teachers will liaise with staff from the high Schools in the summer term to ensure a smooth transition. This will included visits and information sharing. In addition, some children will be identified to have the following: **Enhanced Transition** - A meeting is held between the class teacher, Inclusion Team, parents/carers and the high school. The aim of the meeting is to share information on what works well for the child, any concerns, and stage of development, which services are involved and how to support the child moving onto high school.

Enhanced Transition Plus - This means in addition to the above, professionals and services will be invited to contribute. Professionals from any services involved with the child including inviting where necessary TYSS (Targeted Youth Support Services) for those children who concerns have been raised about their social vulnerability.

To Another School

All additional needs information is passed on when a child transfers between school settings. Children who struggle with transition are given additional support in preparation for their new setting such as transition booklets, additional visits to their new school on a 1: 1 or small group basis. A transition programme may need to be implemented for some children. A multi-agency meeting will be arranged if required.

From Another School

Our Early Years teachers / EYFS leader and Inclusion Team liaise with preschool settings before any children attend school for their pre-school visits. The school provides pre-school sessions called 'INSPIRE' during the summer term for new pupils coming into the Reception classes. Home visits are conducted. If your child is joining us at a later year group, and requires additional support, their new class teacher and the Inclusion Team will liaise with parents/ carers and their previous school for information sharing and visit planning.

How will I know about the progress my child is making?

Informal Check-ins

Class teachers are available daily at the classroom door. The Head Teacher, Deputy Head Teacher and members of the Inclusion Team are on the school playground at the beginning of the day if you wish to speak to them.

In addition, parents and carers are welcomed to our 'Parent Coffee Morning'. This takes place every Friday 8.40- 10am in the small hall, access via the KS1 playground. Here, parents and carers can check in with the Inclusion team and access guests from the LA Housing Team, Mental health Services (MHST), Target Youth Support Services (TYSS) and Social Care Reps to name a few.

Formal Check-ins

You will be able to discuss your child's progress at Parents Evenings in the Autumn and Spring Terms.

Appointments can be made to speak in more detail to the class teacher or Inclusion Team via request at the school office or by contacting

k.parkinson@marshgreen.wigan.sch.uk

send@marshgreen.onmicrosoft.com

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TISS and EYAR Funded Children - The Young Explorers, Nursery Ducklings Staff and Reception Teachers will invite you discuss your child's progress termly in line with their termly visit from the ELCCT.

EHCP Funded Children - Will be invited to the annual reviews, including a member of the Inclusion Team. Other professionals supporting the child are asked to write a report or are invited to attend the review.

As parents, you will be informed fully of every stage of your child's development and the circumstances under which they are being monitored. You are encouraged to share information and knowledge with the school.

WELLBEING AND COMPLAINTS

What support is there for the well-being of my child and family?

Within the Inclusion Team is a **Pastoral Team**. They support children and their families where there are **SEMH difficulties**. Support ranges from:

- Access to the team and services such as TYSS, Housing and MHST at **parent coffee mornings**. Support also involves **signposting** families to services and **making referrals** to some services.
- The Pastoral Team spend time speaking to families and children about their views and support them in **resolving any issues**.
- Consideration of **SEMH interventions** for those children in dialogue with the whole Inclusion Team.
- '**Earliest Help**' Meetings with families and school to identify what is working well, what concerns there are and how to address those concerns.
- '**Early Help**' meetings which are a stage of further support. These can draw in additional services from the Local Education, Social Care and Health Authorities as appropriate.
- Where **attendance and/or punctuality** is identified as an issue the Pastoral Team will offer support, advice and guidance in line with the school's attendance officer and policy.
- If the family have **English as an additional language** and require an interpreter, a member of the Inclusion Team who is the lead for EAL, will consider providing this resource to assist with communication within appropriate meetings.
- The Pastoral Team can **source support** for furnishings and food through links with charities.
- The school signposts all families with SEND children to:
Embrace who are a user-led charity dedicated to supporting disabled people and their families. They have a range of projects that aim to enhance the lives of the people they support. They provide support and guidance to families with SEND children.
01942 233323 www.embracewiganandleigh.org.uk
Wigan Local Offer is all the provision the LA expect to be available across education, health and social care for children and young people in Wigan Borough who have SEN

or are disabled, including those who do not have Education, Health and Care (EHC) plans.

www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer

Should you have a concern about your child with SEND and about the support provided by the school, you can arrange to speak firstly with the class teacher and then the Inclusion Team. If they are unable to resolve your difficulty, then a letter outlining the nature of the concern should be addressed to the Head Teacher who will investigate and respond to your request. If you feel this does not resolve your complaint, you may ask that it is reviewed by the Chair of Governors.