

Lowton West Primary School



Special Educational Needs and Disability Policy

Policy reviewed by N. Gould

Date policy reviewed: September 2020

Ratified by Governing Body:

Mr B Cunliffe (Chair of Governors)

Mrs J Westhead (Headteacher)

Lowton West Primary School

SEND Policy

Aiming High Together

School Vision

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

Mission Statement

Providing the highest quality education, care and support for the whole school community.

Our mission statement is based on RESPECT:

R = *Recognising the needs of the individual child*

E = *Ensuring a unique and engaging curriculum*

S = *Supporting each other to learn and achieve*

P = *Passionate about providing the highest quality education*

E = *Encouraging creativity, self – expression and imagination*

C = *Creating confident, resilient, life – long learners*

T = *The voice of everybody is heard*

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

We will do this through our core values:

- Respect
- Resilience
- Kindness
- Confidence

We also, at Lowton West Primary School, strive to develop and uphold British Values. The five British values that the Government has identified for schools to focus on are:

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

There are more details on how our school demonstrates and develops these British Values in our British Values Policy and on our website.

Special Education Needs and Disability Policy and Local Offer

This policy was reviewed and revised in September 2020, following consultation with staff, Governors, pupils and parents and ratified by the Governing Body Autumn 2020.

The policy takes regard of the Children and Families Bill 2014, the Single Equality Act 2010, DfE guidance: Supporting Pupils at School with medical conditions (September 2014) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

It has been written alongside our SEND Information Report 2020, Wigan's Local Offer, Supporting Pupils at School with Medical Conditions Policy, Intimate Care Policy, Equality Policy, Equality Plan and Accessibility Plan. It consists of information for parents/carers of children who have Special Educational Needs or a disability (SEND), and all of those who support children with additional needs. The information outlines the support and provision they can expect to receive whilst attending this school.

Policy Statement

Lowton West Primary School is an inclusive school which aims to involve all pupils in the wider life of school. We offer a broad and balanced curriculum with high quality teaching and actively seek to remove the barriers to learning and deliver a curriculum that meets the needs of individuals and groups of children. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision according to identified needs. The school also aims to involve pupils, their parents, staff and other concerned parties in the development of the necessary support for each child with additional needs. We work with a range of other professionals, e.g. from Health, Targeted Education Support Services, Wigan Family Services, Outreach support teams and Wigan Start Well services to make sure that all children receive the support they need to do well at school.

At Lowton West we aim to:

- create an inclusive environment that meets the special educational needs of each pupil;
- ensure that the special educational needs of pupils are identified, addressed and provided for;
- make clear the expectations of all partners in the process (including parents and pupils);
- identify the roles and responsibilities of staff in providing for pupil's educational needs;
- enable all pupils to have full access to all elements of the school curriculum;
- actively involve pupils in a sensitive and non-stigmatising way in their Support Plans: I.E.P., I.B.P., Learner Profiles, Zones of Regulation and Individualised Plan process to promote improved confidence and self-image.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they either have:

- (a) A significantly greater difficulty in learning than the majority of others of the same age; or
- (b) A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

(Clause 20 Children and Families Bill)

This is a broad definition covering children and young people from 0 - 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

ROLES AND RESPONSIBILITIES AT LOWTON WEST

The role of the Governing Body (ref: Children and Families Bill)

- to co-operate with the local authority in the development and review of the local offer. This is essential so that the local offer provides a comprehensive, transparent and accessible picture of the range of services available to local children and young people with SEND and their parents;
- to work with the head teacher and SENCO to determine the school's general policy and approach to provision for pupils with special educational needs;
- to establish appropriate staffing and funding arrangements;
- to maintain a general oversight of the school's work with SEND pupils;
- to ensure information regarding SEND provision is provided for parents.

GOVERNOR WITH RESPONSIBILITY FOR SEND- Mrs K Bond

The role of the head teacher

- to be responsible for the day-to-day management of provision for pupils with SEND;
- to keep the Governing body informed of issues related to pupils with SEND;
- to work closely with the school's SENCO

HEAD TEACHER: Mrs J Westhead

The role of the SENCO

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEND policy and Local Offer;
- Reporting back to the Head teacher and Governing Body on a regular basis, giving updates of progress and development;
- Co-ordinating provision for pupils with SEND;
- Liaising with the Senior Leadership Team with reference to safeguarding;
- Liaising with and advising staff (teachers and teaching assistants);
- Managing Teaching Assistants and overseeing provision mapping;
- Organising/ monitoring and evaluating interventions for pupils with SEND;
- Overseeing the records of all pupils with SEND;
- Liaising with parents of pupils with SEND;
- Identifying needs and facilitating or contributing to the in-service training of staff;
- Liaising with external agencies including the Local Authority and TESS Team; the Educational Psychology services and health and social services, including Wigan Family Welfare, Wigan's CAMHS and Start Well services.

SENCO: Mrs N Gould, Deputy Headteacher

The role of teaching and non-teaching staff

- To be involved in the development of the school's SEND policy and SEND provision;
- To be fully aware of the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs and Disabilities, including writing Support Plans: IEP/IBP's, Learner Profiles, Zones of Regulation and Individualised Plans and reviewing and reporting progress to parents/carers.
- To follow the Wigan guidance through the 'Higher Expectations For All' document to ensure the

graduated approach is in place.

- To support SEND pupils through quality first teaching, ensuring whole class teaching meets the needs of all pupils
- To provide appropriate and challenging activities for pupils with SEND.
- To keep up to date records for children identified as having a special need.
- To meet regularly with parents/ carers to provide resources and guidance on how they can support their child at home.
- To plan carefully targeted intervention and support and review the impact and progress for individual pupils regularly.
- To provide the SENCO with provision maps and baseline/ ongoing assessment data to monitor the impact of targeted support and progress of SEND pupils throughout the year.
- To regularly review the recommendations provided by multi-agencies (in consultations and reports), at least on a termly basis, and ensure recommendations are put into practice in the classroom.
- To support multi-agency partners in their assessments by completing the requested checklists, assessments and reports provided by multi-agencies when required for identified pupils.
- To meet with parents to review multi-agency reports and discuss current support and progress in relation to the recommendations provided.
- Provide the SENCO with updates and data to support the preparation of multi-agency referrals, EHC referrals and annual reviews.
- Provide clear guidance and information to the next class teacher or school to ensure smooth transition for all SEND pupils.

ADMISSION ARRANGEMENTS

Lowton West Primary School acknowledges its statutory duty to provide a mainstream school place for all pupils, regardless of their gender, ethnicity, religion, disability or special educational need, should their parents wish it and it is compatible with the efficient education of other pupils.

We recognise the intrinsic value of every child, and we aim to meet all children's needs.

ACCESS TO THE CURRICULUM, INCLUDING THE NATIONAL CURRICULUM

All pupils follow the full National Curriculum except where disapplication is clearly indicated, and this decision is fully supported by the Local Authority. All SEND pupils, including those with an Education, Health and Care Plan (EHC Plan), spend the majority of their time in mainstream classes following the same curriculum as their peers, differentiated where necessary. Pupils may sometimes be withdrawn for short periods for individual programmes based upon their Support Plans: I.E.P./I.B.P.'s, Learner Profiles or Individualised Plans. Care is taken when doing so not to disadvantage pupils by this withdrawal. Staff give consideration to pupils with SEND within their short term planning, and work is differentiated so that it is accessible to all children. This can be evidenced from planning and pupils' work.

INCLUSION ARRANGEMENTS FOR PUPILS WITH SEND

All pupils play a full part in the life of the school. They have entitlement to all curricular and extra-curricular activities carried out at school. Those pupils who need individual tuition are withdrawn only for short periods. Senior Leaders review and implement the school's Accessibility Plan, which is reviewed on an annual basis, to increase the access of pupils with a disability to the curriculum and physical environment.

FACILITIES

Educational access:

- The school employs a number of Teaching Assistants whose role includes the support of individuals or groups of children who need extra help in order to access the curriculum.
- The Teaching Assistants work closely with the class teachers and use recommendations from the children's Individual Education / Behavioural Plans, Learner Profiles or Individualised Plans in order to

support learning and assist the children in reaching their targets.

- The school also provides nurturing interventions. The SENCO has a responsibility to oversee these groups and work closely with the Senior Leadership Team and class teachers in identifying and supporting children who will benefit from a range of small group and/or 1:1 intervention; this may be a short term intervention (e.g. a programme of counselling support following a bereavement).

Allocation of resources:

- The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an Education, Health and Care Plan (EHCP).
- The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- The Head Teacher and the SENCO meet on a regular basis to agree on how to use funds directly related to SEND.
- The SENCO is involved in the employment of new staff to support children with SEND.
- The SENCO prepares an action plan for the School Development Plan, which is monitored by the Governing Body and Head Teacher.

WORKING IN PARTNERSHIP WITH PARENTS

(Ref: Code of Practice: Chapter 2)

(Schedule 1 paragraph 15)

Lowton West Primary School actively seeks to work with parents to empower them to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education;
- have knowledge of their child's entitlement within the SEND framework;
- make their views known about how their child is educated;
- have access to information, advice and support during assessment and any related decision making processes about special needs provision.

To enable this:

- Parents are informed at an early stage of any school concerns about their child.
- Parents are encouraged to speak to their child's class teacher or SENCO about any concerns they may have.
- Parents are encouraged to visit school and discuss any concerns or problems with the class teacher and/or the SENCO.
- Parents are encouraged to be involved in SEND provision they may be part of, and to take an active role in developing Support Plans: Individual Education Plans (I.E.P.); Individual Behavioural Plans (I.B.P.); Learner Profiles, Individualised Plans; Pastoral Support Programmes (P.S.P.) and Education, Health and Care Plans (EHCPs).
- Parents are encouraged to take an active role in the monitoring their child's progress through regular review meetings.
- Problems and concerns are discussed and resolved through meetings with parents, pupil, class teacher, Headteacher, SENCO, outside agencies and the Local Authority. The views and wishes of parents play an important part in these discussions and decisions.
- The school will inform parents of the services available within the Local Authority, including Wigan's Start Well services, and can offer support through an Early Help Plan.
- School is aware that some parents will be anxious about their children needing SEND provision, and may find meetings with professional bodies stressful. We strive to make meetings parent friendly and convenient to all concerned.
- Parents have the opportunity to record their views in a section of the review form and are actively involved in the application for an EHCP.

PUPIL PARTICIPATION

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

(Articles 12 and 13: The United Nations Convention on the Rights of the Child)

To enable this:

- We aim to give pupils the opportunity to discuss feelings and views with their families and staff, and to contribute to the development of their Support Plan: I.E.P., I.B.P., Learner Profile or Individualised Plan at an appropriate level.
- We aim to ensure that pupils are aware of their targets, if they have achieved them, or of the progress that they have made. Pupils, where possible, sign their Plans with their parents.
- Pupils are given the opportunity to share their thoughts regarding their learning with class teachers, teaching assistants, the SENCO and the school council. They will be asked their views when completing referrals and reports for multi-agencies.
- Pupils celebrate their success through praise from staff, certificates, stickers, rewards, whole school Achievement Assemblies, sharing their success with other pupils and teachers, thus raising self-esteem and their motivation to succeed.
- Pupils are given the opportunity to discuss concerns and problems, whether they be learning, social, emotional, behavioural or physical. They discuss why the problems occur, ways of avoiding them, how to resolve them and ways forward.
- The purpose of any assessment, Support Plan: I.E.P., I.B.P., Learner Profile or Individualised Plan is explained to the child, to avoid any anxiety or confusion.
- The purpose of any visiting professional is explained to the child.
- School acknowledges the importance of providing therapeutic interventions for pupils.

FOUNDATION STAGE: ASSESSMENT AND IDENTIFICATION

- Teachers acknowledge that during the Foundation Stage, due to various previous learning and life experiences and taking into account some pupils may not have received any education when they enter Reception, children will progress at different rates. School focus on early identification and will refer to multi-agencies, including Speech and Language and Occupational Therapists within the Local Authority to support the children's progress. This may not necessarily mean they are pupils with Special Educational Needs, but they will need carefully differentiated learning experiences and activities to ensure that they make satisfactory progress.
- On entering Reception, pupils are monitored using the Foundation Stage Assessment.
- Wigan Local Authority monitors any Early Years pupil with an identified Special Need and informs schools how best they can meet their needs.
- School works closely with all Early Year Providers to ensure a smooth transition into Reception.

PRIMARY PHASE: ASSESSMENT AND IDENTIFICATION

- During both Foundation and the Key Stage One phase of education, teacher assessment and observation, along with parental views and contributions, will critically aid early identification of pupils with SEND.
- School uses the Read Write Inc programme for all children in Foundation Stage and Key Stage One, and those requiring specific support in phonics from Years 3 to 6 use the Read Write Inc. and/or Sounds-Write programmes. These programmes place the children in a specific group, linked to their individual ability level. The programme is regularly reviewed, and the progress of the children assessed. Additional Numicon and Maths Recovery intervention programmes are used for children not making adequate progress in maths.
- Assessment at Key Stage Two is currently undertaken using AQA and NFER Assessments in

Reading, Mathematics and Spelling, Punctuation and Grammar and Salford Reading tests for reading. Independent pieces of writing are moderated throughout the academic year using the Interim Assessment Checklists in order to assess pupils' writing. Common Exception Words are tested regularly and monitored by the class teacher and SENCO to ensure progress in Reading and Spelling.

- The SENCO and class teacher may also use the B squared and Pre Key Stage Assessment Criteria where appropriate to assess pupils with SEND.
- Class teachers and the SENCO may also use additional resources to help assess and identify pupils' additional needs. These may include the Boxall Profile, Classroom Behaviour Lists, Renfrew Picture Analysis, British Picture Vocabulary Scale (BPVS) and Skills for Learning Checklists. Additional resources are available within the 'Higher Expectations for All' file (HEfA) to support the assessment of pupils with Social, Emotional and Mental Health needs (SEMH).

GRADUATED RESPONSE TO SEND

Lowton West follows a graduated response to SEND, where a pupil may progress through different stages of support. A pupil does not automatically progress up the stages and the use of intervention and stage of need may remain the same if the pupil's progress is satisfactory. When a teacher is concerned about a pupil's progress they will arrange to speak to parents.

Nature of intervention:

The SENCO and the pupil's class teacher will decide on the action needed to help a pupil to progress in the light of the assessment. This may include:

- different learning materials, or special equipment;
- Some group or individual support; (by Teacher, Teaching Assistant, etc.)
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to develop knowledge of problems and to introduce and deliver more effective strategies;
- Access to Local Authority support services for one-off or occasional advice on strategies or equipment;
- If necessary, seeking additional advice from outside agencies.

Support Plans: Individual Education Plans, Individual Behaviour Plans (I.E.P. AND I.B.P.), Learner Profiles and Individualised Plans

Strategies employed to enable a child to progress will be recorded within an Individual Education Plan (I.E.P.) or an Individual Behavioural Plan (I.B.P.). Each of these plans will include information about:

- The short term targets or goals set for the pupil;
- The teaching strategies to be used;
- The provision to be put in place;
- When the plan is to be reviewed;
- Outcomes (to be recorded when the plan is reviewed, or as they are achieved.)
- Evidence that the parent and, if appropriate, the child have read and understood it.

A Learner Profile or Individualised Plan will be introduced when a child is identified on the Code of Practice with Social, Emotional and Mental Health needs (SEMH), for example: anxiety or an identified Communication Need, including pupils currently on the ASD Pathway or with a diagnosis of Autism. These plans will outline the pupil's area of difficulty, how this can make them feel and the strategies the pupil or staff members will adopt in order to lessen / remove the feelings of anxiety or difficulties the pupil would experience. The Individualised Plans and Learner Profiles will be written in collaboration with the pupil, parents and any specialist services accessed (TESS, CAMHS, SALT, OT, Education Psychologist etc).

The Individual plans and Learner Profiles will only record that which is additional to; or different from, the

differentiated curriculum and will focus upon targets or strategies that match the pupil's needs and have been discussed with the pupil and parents. The plans will be reviewed at least 3 times a year, and parents' views or their pupil's progress will be sought. Wherever possible the pupil will also take part in the review process and be involved in the setting of new targets.

The school's graduated response is broken down into the following stages:

No additional support: All children will receive inclusive Quality First Teaching – high quality every day personalised teaching. Teachers, the SENCO team and the Senior Leadership Team analyse data and monitor progress through pupil progress meetings, use of checklists, discussion with parents and pupils.

Some additional support: SEN Support

When a class teacher and/or SENCO identifies a pupil with special educational needs, they should devise interventions that are **additional to** or **different from** those provided as part of the setting's usual curriculum offer and strategies.

Teachers, parents and, where appropriate, the pupil will develop a Support Plan: I.E.P., I.B.P or Individualised Plan. The SENCO is available for help and advice on strategies and resources. The Support Plan will focus on approximately three targets. The plan will show how the targets will be achieved and the criteria for success. After an agreed period of time the plan will be reviewed by staff involved, the pupil and parents. The child's progress will be discussed and new targets agreed.

Support Plans will be reviewed at least 3 times a year, and, if it is deemed appropriate, more often, if the needs of the child indicated this.

Lots of additional support: SEN Support

If it is considered that the child has not made satisfactory progress or further support is needed, then the SENCO, or Headteacher will seek advice and support from outside agencies.

The SENCO meets the Wigan team (school's link Educational Psychologist and TESS teacher) twice a year for a Planning and Review meeting to discuss next steps for specific pupils.

A referral may be made to the Educational Psychologist, who will carry out further assessments and give advice. Alternatively a referral may be made to the TESS team (Targeted Education Support Service team), Behaviour Support Team, Speech and Language Team, CAMHS or Occupational Therapy Team. After initial meetings with one or more of these agencies, other specialists may be contacted to support with the specific needs of individual children. Parents will continually be involved and kept informed of the steps the school is taking.

The SENCO, head teacher, class teacher, support staff will then use information from the previous Support Plans: I.E.P./I.B.P.'s, Learner Profiles and Individualised Plans plus any additional information from outside agencies to develop a new plan with new targets and these will be discussed with the parents and pupil.

Exceptional Support: an EHC Referral may be considered following advice from external agencies.

If, after several Support Plans: I.E.P. / I.B.P.'s have been developed, monitored and reviewed, the pupil has not made satisfactory progress, the school, after discussions with parents, and taking into account outside agencies advice and reports, may consider asking the Local Authority for a statutory assessment of the child.

All reports from outside agencies, Support Plans: I.E.P. / I.B.P.'s, reviews and any relevant information are then sent to the Local Authority along with completed forms, including information from parents.

If the Local Authority decides to proceed with an EHC Referral, EHC assessment reports will be completed, including the All About Me document which is completed by parents and school collaboratively.

MONITORING SEND FUNDED PUPILS: Annual Reviews

All funded pupils are reviewed every twelve months. The SENCO arranges the Annual Review, inviting all the relevant outside agencies and parents, and inform the Local Authority of the date, who may send a representative to the meeting.

At the review meeting the child's progress is discussed in relation to the objectives listed in the EHC Plan. The current Support Plan: I.E.P. /I.B.P./ Learner Profile/ Individualised Plan is shared, and targets and progress discussed.

The school provision is discussed, such as equipment, resources and staffing, to ensure that the provision is appropriate and continues to meet the needs of the child.

It is decided whether or not, the EHCP is still appropriate.

If the EHCP remains in place, new targets may be set for the coming year.

SUPPORTING THE TRANSITION OF SEND PUPILS

Meetings are arranged between staff during the summer term to discuss the transfer of pupils from one class to another within the school. Details of the Support Plan: I.E.P. / I.B.P.'s/ Learner Profiles/ Individualised Plans are transferred to the new teacher, along with any relevant materials.

The class SEND file and individual pupil intervention files are also passed on to the new class teacher.

For pupils transferring between Key Stage Two and Key Stage Three, a meeting is arranged with the appropriate SENCO of the school they are transferring to, to pass on information.

In the event of a supported transfer, either at this point or at any other point in the year, staff will attend the appropriate meeting to support the pupil's transfer to a new school. This will include the pupil, parents, staff from the new school, and any other involved parties.

Pupils who are funded have a transition review, to which all involved parties are invited, (Parents, Local Authority officers, Health staff, Educational Psychologists, High school SENCO etc.)

If a transfer plan is required, one is recommended and will be in place prior to the pupil's arrival in their High school.

LINKS WITH OTHER SERVICES

The school has links with the following organisations on a regular basis:

- Local Authority Team
- TESS team – Targeted Education Support Service
- Educational Psychology Services (EP)
- Speech and Language Therapist (SALT)
- Health Services (School nurse)
- Social Services
- Wigan's Start Well Services
- EMAS team (EAL)
- Behaviour Support Team (BST)
- Child and Adolescent Mental Health Services (CAMHS)
- Children's Disability Services
- Physical Disabilities Outreach Team
- Schools Outreach Service
- Specialist Sensory Education Team
- Occupational Therapy (OT)
- Ophthalmic Services
- Audiology Service
- Virtual Schools Team
- Wigan Family Welfare Service – counselling
- Adoption Services

We seek advice and examples of good practice from:

- The Special Schools within Wigan (via Outreach Support)
- Other schools
- Voluntary agencies linked to specific disorders
- LLG SENCO Cluster
- Wigan Embrace

We are always willing to seek advice and help with the aim of achieving the best for each of the pupils in our school.

MONITORING

- The SENCO regularly liaises and meets with outside agencies.
- The SENCO meets regularly with professionals including the Educational Psychologist and TESS teacher through planning meetings.
- The SENCO meets regularly with the Headteacher and reports to the Governing Body.
- The SENCO meets regularly with each member of staff and monitors their SEND file.
- The SENCO or Senior Leadership team will attend pupil progress meetings to flag up any child the teacher may be concerned about and discuss children already on the register to ensure they are making good progress. They will also monitor Case Studies written by individual staff members.
- Notes from the meetings/monitoring are copied and given to staff.
- Copies of all Support Plans: I.E.P./I.B.P.'s/ Learner Profiles/ Individualised Plans and reviews are passed to the SENCO for central record.
- The SENCO will attend reviews and meetings whenever possible, and always attend the reviews of funded pupils.
- The SENCO file contains information on every child at SEN Support, EHCP and current provision.
- The SENCO will attend Local Authority SENCO Cluster meetings, LLG Cluster Meetings and conferences throughout the year.

RESPONSE TO COMPLAINTS

Parents or children who are dissatisfied with any aspect of the special needs support offered should make their complaints:

- In the first instance to the Head teacher.
- If a parent is still unhappy, she/he can put her/his complaint in writing to the Chair of the Governing Body (in line with the Complaints Policy).
- Further appeal can be made to the Local Authority.

LINKS TO OTHER POLICIES

- Safeguarding and Child Protection Policy
- Positive Behaviour Management and Discipline Policy
- Health, Safety and Welfare Policy
- Gifted and Talented Policy
- Anti-Bullying Policy
- Reference in Curriculum Policies.
- Equality Policy and Equality Plan
- Supporting Pupils with Medical Conditions
- Accessibility Plan
- Intimate Care Policy

Accessibility

In accordance to the Equality Act 2010, school is fully accessible for pupils with SEND, including wheelchair users, with a hygiene room and therapy room available for pupils to use. School works closely with health professionals, including the school nurse, Physical Disabilities Team and Physiotherapist and OT Team, in order to ensure pupils with physical disabilities can access all school facilities effectively when starting school. School also provide pupils with access to Sensory Resources in an allocated room.

School also works with the Specialist Sensory Education Team in order to support pupils with Visual or

Hearing Impairments in relation to the auditory and visual environment. We have a range of radio aids and mobile Soundfield systems currently used in KS1 and KS2 and a variety of equipment in school, including iPads and Interactive Whiteboards that allow us to record texts, enlarge text and provide contrast for children's own use. Colleagues from the Sensory Support Team have previously worked with KS2 pupils with Visual Impairments to develop skills in touch typing.

The EMAS team can also provide support for pupil and parents whose first language is not English to help school communicate with parents and provide additional support in school.

Wigan's SEND Information, Advice and Support Service (SENDIASS)

As part of Wigan's Local Offer, the Local Authority provides a flexible and supportive service for parents. From September 2014 the Parent Partnership Services evolved into the Information, Advice and Support Service (SENDIASS) – part of Embrace.

The service offers free, impartial information, advice and support for parents / carers of children with special educational needs or disabilities (SEND). This could be provided at any stage of the Code of Practice and in a variety of ways.

They encourage and develop partnerships between children, young people, parents, schools, the council and all other partners who are involved in identifying, assessing and meeting the special educational needs of children and young people.

Parents / carers can contact the service by:

- **Telephone:**
01942 233 323 - Voicemail available if no-one can answer your call

- **Address:**
SENDIASS, Embrace Wigan and Leigh, Platt Bridge Community Zone, 81 Ribble Road, Platt Bridge, Wigan, WN2 5EG

Independent Supporters and EMBRACE

Independent Supporters provide additional support to families during the development of EHC Plans.

For further information please call: EMBRACE Tel: 01942 233323