

Platt Bridge Community School



SEND Policy and Information Report

School Name: Platt Bridge Community School

Address: Rivington Avenue, Platt Bridge, Wigan, WN2 5NG

Headteacher: Mr. Stephen Wallace

Written By: Nicola Wood

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SEN Policy and Information Report (The Local Offer)

This Report represents the specific information recommended to be shared with parents and carers of current and prospective pupils at Platt Bridge Community School within the Children and Families act 2014. Additional information and more specific detail is also available within other school policies located on the school website or in paper versions available from school. The school prospectus also contains additional information and is available from the school.

The SEN Policy and Information Report is available on our website and is available in hard copy for parents who cannot access it electronically.

1. Policy details

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, SEN co-ordinators (SENCOs) and the SEN information report.

Our SEN policy and information report aims to:

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

2. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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.

a. Dyslexia policy statement

- a.1. The implementation of this policy will be flexible to take account of any learning differences experienced by pupils with physical, sensory, medical, communication and learning needs (including dyslexia) and for pupils with English as an additional language.
- a.2. We recognise the Rose definition as a basis for identification of dyslexia. The definition was published by Sir Jim Rose in June 2009 in his report on Dyslexia for the Secretary of State for Education. Rose defined Dyslexia as follows:
 - a.2.1. Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.
 - a.2.2. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory, and verbal processing speed.
 - a.2.3. Dyslexia occurs across the range of intellectual abilities.
 - a.2.4. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.
 - a.2.5. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration, and personal organisation, but these are not, by themselves, markers of dyslexia.
 - a.2.6. A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

b. Children who are looked after

- b.1.1. When implementing this policy, staff will take into account the specific needs and unique circumstances of children who are looked after and tailor their responses to be empathetic to their needs and emotional vulnerabilities. Staff will.
 - b.1.1.1. Promote a culture of high expectations and aspirations for how looked after children learn.
 - b.1.1.2. Take into account any relevant elements of the child's personal education plan (PEP).

3. Roles and responsibilities

4. The SENCO

The SENCO is Nicola Wood who is Directed by Stephen Wallace (Head Teacher)

They will:

- Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupils and their parents are informed about options and a smooth transition is planned.
- Work with the governing board 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 pupils with SEN up to date.

5. THE SEN GOVERNOR (Local Governing Board Member)

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the head of school and SENCO to determine the strategic development of the SEN policy and provision in the school.

6. Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

7. Identification

Children's needs are identified using the Graduated approach as recommended in the most recent version of the SEND Code of Practice. Within Platt Bridge School the following process will be used.

- a) The class teacher becomes concerned about lack of progress and adjusts teaching (adaptive teaching and differentiation).
- b) If progress is not made, they will consider specific direct support to address and develop skills (intervention) including discussions with parents and the use of the assess, plan, do, review (APDR) process.
- c) Ongoing difficulties are discussed with the SENCo who considers additional identification of needs within school (assessment).
- d) Discussion with and possible support from outside agencies (referral).
- e) Allocation of additional staff support from within school, or purchase of supportive equipment (resources).
- f) If considered necessary, there may be a request to the Local Authority for additional support via an application for an EHCP and the allocation of additional funds to support specific interventions or resources (application).

We acknowledge that parents and carers know their children best and may have concerns relating to the academic progress or needs of their child. Parents can raise concerns in a number of ways:

- Speak to the class teacher as soon as you are concerned as they may be able to quickly alleviate these concerns and if not will be able to monitor these with you.
- Speak to the Pastoral Manager for the school phase who can discuss your concerns and liaise with school staff to gather information and monitor ongoing progress.
- Speak directly to the SENCo for advice and guidance.

Resources Provision

Platt Bridge Community School is a mainstream provision which also has a limited number of places which can be offered as “resourced provision” for children aged 3-11 years who it is felt would benefit from additional support and resources. The additional places are allocated in consultation with the Local Authority SEN&D department and provides support for:

- a) Children with specific speech and language difficulties
- b) Children with social communication needs, for whom access to mainstream provision is difficult, even with considerable support, to have the benefit of resources and staff expertise.

8. Support

How will *school* staff support my child?

Who will oversee and plan the education programme and who will be working with my child and how often?

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The Special Educational Needs Coordinator (SENCo), if not already involved, will become involved if the teacher and parents/carers feel that the child would benefit from further support. The SENCo will then take the lead in further assessments of the child's needs.

What will be their roles?

Teachers respond to children's needs by:

- providing support and differentiation within the curriculum planning for children who need additional help.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and their emotions, particularly trauma or stress, and to take part in learning effectively and safely.

The SENCo monitors the movement of children within the SEN system in school. In our school, the SENCo:

- manages the day-to-day operation of the SEN processes.
- co-ordinates the provision for and manages the responses to children's special needs.
- supports and advises colleagues.
- oversees the records of all children with special educational needs.
- acts as the link with parents and carers.
- acts as the link with the Local Authority, external agencies, and other support agencies.
- monitors and evaluates the special educational needs provision and reports to the governing body.
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.
- contributes to the professional development of all staff.

Pastoral members of staff who work within and across each phase and support the social, emotional, mental health, welfare and learning of pupils within school. They also have a role to play in supporting parents and carers. Their support is coordinated by the Designated Safeguarding Lead.

Who will explain this to me?

The school works closely with parents and carers in the support of those children with additional educational needs. We have regular contact to share the progress of special needs children with their parents or carers, inform them of any outside intervention, and share the process of decision-making by providing clear information relating to the education of children with special educational needs.

How is the Local Academy Board involved and what are their responsibilities?

The Local Governing Board (LGB) of the school do their best to secure the necessary provision for any pupil identified as having special educational needs.

The SEN LGB member takes a particular interest in special needs and ensures that the Board are aware of the school's SEN provision, including the deployment of funding, equipment, and personnel. They are willing to speak to parents and carers if appropriate to do so.

The 'responsible person' in this school is the Head teacher. The Head teacher, supported by the Deputy head and SENCo, ensures that all those who teach a pupil with an EHCP are aware of the nature of their needs and is supported to meet them.

The SENCo provides staff and LGB with regular summaries of the needs within school and the impact of the school practice on their outcomes.

How does the school know how effective its arrangements and its provision for children with special educational needs are?

School tracking identifies pupils considered to have special needs and their progress is monitored by Senior Leaders. The SENCo monitors provision for children with SEN and the LAB is updated as required. School data, and data published by the DfE and Ofsted, note the performance of children identified as having SEN&D. The views of children and parents are regularly sought through pupil progress meetings, informal discussions and questionnaires and are used to inform school developments.

9. Curriculum

How will the curriculum be matched to my child's needs?

What are the school's approaches to differentiation and how will that help my child?

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs and we have high expectations of all our children. Through appropriate curricular provision we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate, and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable them to participate fully in all aspects of school life. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

Individual planning features significantly in the provision that we make in the school. By breaking down levels of attainment into smaller steps and appropriate targets, we ensure that children experience success. Wherever appropriate we use additional assessments (such as GL assessments) and tracking systems (such as 'BSquared') to inform provision.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the classroom; however, there are times when we can maximise learning by organising the children to work in small groups

or in a one-to-one situation outside the classroom. This work is carefully planned, time limited and overseen by the class teacher.

10. Communication

How will both you and I know how my child is doing and how will you help me to support my child's learning?

In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?

Class teachers are always willing to make arrangements to speak to parents that are mutually convenient. Pastoral Leads are available at the start and end of the school sessions to discuss your concerns with, or appointments can be made to speak to them in private. The SENCo can be contacted at the school and a meeting arranged at a mutually convenient time.

Where a plan of support has been agreed with parents, a time and date for regular review meetings will be arranged.

How will you explain to me how my child's learning is planned and how I can help support this outside of school?

Class teachers hold regular reviews of progress with parents and information is sent home relating to progress, attainment, and attendance. Where additional support is agreed, parents are encouraged to maintain regular contact with staff through agreed meeting times or the use of a communication book. This allows school to ensure information to and from parents is up to date and relevant.

We have regular meetings to share the progress of special needs children with their parents or carers based on the stage of investigation, severity of need and availability. Where an EHCP is in place annual reviews will be held to discuss provision and progress.

How does the school know how well my child is doing and how will I know what progress my child should be making?

School practices mean that pupil progress is monitored throughout the year and this information is shared with parents when we meet. We refer to outside agencies when appropriate, with parental consent, and many of these offer additional assessment and/or advice relating to the expectations school should have related to achievement and progress. We share the process of decision-making with parents/carers by providing clear information relating to the education of children with special educational needs whether the information is from the school itself or feedback from the external agency.

Do you offer any parent training or learning events?

The school works closely with parents and carers and we encourage an active partnership.

Class teachers and Phase Leaders organise regular parental events within school which all pupils, whether identified as SEN or not, are encouraged to participate in.

Where appropriate, staff will refer children and/or their families to more specialist services and support should this be appropriate and agreed within the discussions with parents.

11. Wellbeing

What support will there be for my child's/young person's overall wellbeing?

What is the pastoral, medical and social support available in the school for children with SEND?

Pastoral and Ethos Leads are available to support children and their families where there is an issue which may be preventing them from participating fully within the school.

Within school we employ therapists who can support children if required. This support can be discussed by speaking to the class teacher or Pastoral Manager.

Where appropriate Early Help meetings may be initiated to support the pupil and their family which may draw in additional services from the Local Education, Social Care and Health Authorities as appropriate.

How does the school manage the administration of medicines and providing personal care?

When medication is required to be taken within school time, arrangements can be made for a member of staff to administer with parental agreement as outlined in the medical needs policy. Parents should contact the reception team to arrange to discuss medical needs with the Pastoral staff and complete the appropriate paperwork which then allows staff within school to administer the medication when required.

What support is there for behaviour, avoiding exclusions and increasing attendance?

The class teachers manage the day-to-day discipline of the classroom and children will be supported to participate appropriately using the school's agreed systems of rewards and sanctions. Where children require additional support, the Pastoral Leads will become involved and in discussion with parents plan additional ways to support the pupil to develop the skills needed to manage their own behaviour better. Should additionally support from outside agencies be appropriate this will be discussed with parents and an Early Help or Pastoral Support Plan initiated drawing on the support from outside services, which may not necessarily be from within Wigan LA dependent upon the needs and availability of support.

Where attendance and/or punctuality is identified as an issue the Pastoral team will follow similar processes as above and monitor progress and improvement over time; this will be recorded using an Assess, Plan, Do, Review (APDR) format. Where attendance continues to cause concern more formal processes will be followed as outlined in the school's attendance policy.

How will my child be able to contribute his or her views? How will the school support my child to do this?

At Platt Bridge Community School, we are proud of the positive relationships that children have with the staff. Should additional support be felt appropriate the Pastoral Leads are able to spend time speaking to pupils about their views and support them in resolving any issues.

We have a School Council who can collect and share class opinions to inform the development of whole school practice.

When children with Special Needs find communication difficult, we often use symbols or objects to assist communication within school and pupils would be encouraged to use these to assist in their voice being heard. If the family have English as an additional language and require an interpreter, school will consider providing this resource to assist with communication within appropriate meetings.

12. Specialist help

What specialist services and expertise are available at or accessed by the school?

Are there specialist staff working at the school and what are their qualifications?

The School's SENCo is an experienced classroom teacher and senior manager who has achieved the National Award for Special Educational Needs Coordination.

Within school we have access to additional resources for children who require specialist support. The school Counsellor and play therapist are trained and supervised professionally. All staff have access to ongoing professional development and may access additional training when this is identified as a need.

The SENCo meets regularly with staff from the Local Authority such as the Educational Psychology Service (EPS) who may work with or assess pupils with parental consent.

What other services does the school access, including health, therapy, and social care services?

School can assist with onward referrals to a number of Local Authority Support, Care and Medical provisions if these are considered appropriate in discussion with Parents/Carers. These may include:

- Speech and Language Therapy
- Occupational Therapy

- Paediatrics
- School Nurse
- Mental Health services (CAMHS/PCMHT)
- Hearing and Vision Support Services
- Social Care etc.

Details of services provided by the Local Authority can be found in their Local Offer on their web site www.wigan.gov.uk

13. Training

What training are the staff supporting children and young people with SEND had or are having?

Recent and future planned training and disability awareness.

A full register of staff development, experience and training is maintained within school.

All school staff take part in regular CPD opportunities to develop their understanding and skills in supporting children with a range of needs including SEND. As training needs are identified the SENCo will coordinate appropriate training either to the whole staff or identified individuals as deemed appropriate.

Some staff within school have been trained in Team-Teach which is a system of training to support the development of positive responses to children's behavioural and emotional needs, including the use of restraint should it be necessary. Further information about Team-Teach can be found at www.team-teach.co.uk

Some staff across the school setting have been trained in the "Signalong" programme to assist the development of communication skills for all children, including those who may need additional support.

Training has been provided to make staff aware of specific medical needs within school as required by specific pupils or groups of pupils. This includes "EpiPen" (anaphylaxis treatment) training.

14. Inclusion

How will my child be included in activities outside the classroom including school trips?

Will he or she be able to access all of the activities of the school and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips?

All educational visits and activities are subject to appropriate planning and risk assessment processes and are always intended to be accessible to all pupils. Where parental assistance may be required this will be discussed in advance with the parents/carers of those involved and where they are not available additional school staff may be allocated to ensure the child does not miss out (Where we believe a child warrants 1:1 support for an outside activity, we ensure this is also put into place). Where a risk assessment indicates that a pupil may find accessing a particular activity or event difficult (e.g., a child with Autism who would become distressed in an environment which is loud) an alternative provision or experience may be agreed with parents/carers.

15. Access

How accessible is the school?

Is the building fully wheelchair accessible?

The school building occupies a level site with corridors and doors that are wheelchair accessible. There are a number of access points to the building which are all wheelchair accessible.

Have there been improvements in the auditory and visual environment?

There is plenty of natural light in each classroom and soft furnishings are used to reduce the amount of reverberation and noise disturbance. Displays are carefully planned to be informative yet uncluttered and classrooms follow an agreed colour code for backing paper. Corridors and doorways are wide enough to accommodate the needs of people with mobility issues.

Are there disabled changing and toilet facilities?

There are disabled toilets accessible throughout school, including a shower room facility. There is currently a changing bed located in the Early Years department and additional resources can be commissioned from the LA if required.

How does the school communicate with parent carers whose first language is not English?

Within school we will endeavour to support all our parents whatever their communication needs. School social media / communication systems have translation functionality. Where parents do not have English as a spoken language, we encourage them to bring friends, family, or representatives from the local community to assist in meetings. Where a translation programme / App is appropriate these will be utilised. We can access the Local Authority EMAS (Educational Minority Achievement Service) support if required, or commission translators from recognised agencies.

Information for new or prospective parents relating to school uniform etc. are printed with the addition of photographs and/or images to assist them. Where classes are using 'Class Dojo' the interpretation option is available to support parents and staff. Where appropriate, letters will be sent with a web, "Google translate" or "Microsoft Office" based translation in order to assist parents who may find accessing their meaning difficult. Where further clarification is needed, staff will consider using "Google translate" on a tablet to assist with two-way communication.

How will equipment and facilities to support children and young people with special educational needs be secured?

The SEN budget is held by the SENCo and can be used to provide resources and equipment for any pupil with additional needs. There is a small stock of commonly used SEND assistive equipment and specific items can be purchased when required. The LAB regularly review their accessibility plan and make improvements to the environment and resources based on identified need.

16. Transfer

How will the school prepare and support my child to join or transfer to a new school?

What preparation will there be for both the school and my child before he or she joins the school?

Where a child has identified Special needs, the SENCo will liaise with the parents, Local Authority SEND team and staff from the current school to identify any adaptations or resources that may be needed in advance of transfer. Both parents and pupil(s) will be encouraged to visit the school in advance of a decision being made to transfer and pre-transfer information is gathered by the SENCo and/or Pastoral Managers.

Where other professionals are involved the SENCo will communicate with them to identify information to be shared and will pre-arrange review meetings following transition.

Parents will be provided with school information, including prospectus and uniform/equipment details, and pre-admission permissions will be sought (e.g., policy agreements etc.).

How will he or she be prepared to move onto the next stage?

Within school we carefully plan transition between classes and phases and all relevant information is shared between the previous and new class staff in advance of change, including a period of time within the new classroom with the relevant staff (this takes place during summer term).

Where transition to KS3 is to take place, children with identified additional needs, including SEN, are discussed at a pre-transition meeting with the receiving secondary school and, if possible, transition sessions in both our school and the receiving school take place. Additional sessions to these can be arranged should it be felt appropriate for the individual pupil. Where a pupil with SEND has an EHCP, the receiving Secondary school will be invited to the transition review, usually held in the Autumn or Spring term prior to transition.

What information will be provided to his or her new school?

The receiving school will be provided with; current academic results, the outcome of any additional assessments by school or support services, notes of meetings held to discuss additional needs, and where there is an EHCP the relevant documents including review information. The pupil's electronic information held on the school's MIS (Arbor), including SEND information, will be transferred to the new school as soon as confirmation is received relating to the completion of transfer.

All paper documents (Including safeguarding information if held) are transferred to the receiving school and a receipt retained to provide evidence of this if required in the future.

How will you support a new school to prepare for my child?

As outlined above, support will be offered to the receiving school of any transferring pupil which is appropriate to the location and needs of the pupil. This may include supported visits, telephone conversations and e-mail communications. If appropriate, the SENCo will visit the receiving school (or host the school to visit PBCS) during which detailed plans can be finalised.

17. Resources

How are *the school's* resources allocated and matched to children's special educational needs?

How is the school's special educational needs budget allocated?

The school's SEN budget provides staff, resources, and equipment across the school to meet the varying needs of identified pupils within the whole school and is managed by the Head teacher in discussion with the SENCo and overseen by the LAB. Additional SEN budgets are managed by the SENCo and can be used to provide for additional needs as identified by school staff, support services or agreed parental request.

18. Decision making

How is the decision made about what type and how much support my child will receive?

Describe the decision-making process.

School will follow the "graduated approach" recommended in the SEN Code of Practice and exemplified in this document when identifying the needs of pupils. Additional support requirements will be discussed by the class teacher, SENCo and Parent/Carer should such support be felt necessary. Where recommendations are received from an external support service (such as Speech Therapy and EPS) all suggestions will be fully considered.

Who will make the decision and on what basis? Who else will be involved? How will I be involved?

The SENCO, in discussion with the parent, class teacher and if appropriate phase leader, will decide on support requirements from within the department or SEN resources. Should additional resources or staffing be required this will be discussed with the Head teacher who will make a final decision based on identified needs and budget considerations. Where it is felt that resources additional to school allocations may be required, the SENCo will liaise with the Local Authority to discuss.

Parental views will always be considered, however the final decision about support and funding will be made by the school.

How does the school judge whether the support has had an impact?

When progress is discussed at parent meetings or meetings with professionals the effectiveness of support will be reviewed. At these points support may be adapted or changed depending on progress and attainment. Effectiveness (or impact) will be judged against agreed targets from the outset of the intervention.

School have a number of ways to measure progress, including statutory assessment, in school testing, teacher monitoring processes and other measures of progress (e.g., BSquared).

19. Involvement

How are parents involved in *the school*? How can I be involved?

Describe the school's approach to involving parents in decision making and school life including for their own child.

School is proactive in involving parents in the life of the school. Parents can communicate with teachers through Class Dojo and other appropriate social media or e-mail. Events are held regularly, and parents are invited and notified through newsletters, social media, and school noticeboards. Teaching staff are available at mutually convenient times to maintain contact about issues or good news.

Whenever concerns arise regarding the progress of a pupil, parents will be invited to speak to school staff and to play an active role in the formation of action plans and review of progress (often through our APDR process). Where there is an ongoing SEN provision, parents will be invited to play a role through progress and review meetings.

The school holds "Parent Review meetings" when the parents are invited into school to discuss the progress their child is making. An annual report to parents outlines the progress made by pupils and parents are encouraged to return feedback.

The school consults parents through questionnaires periodically and parental views are always welcome using the Ofsted Parent view website <https://parentview.ofsted.gov.uk/>

20. Contact, complaints and the wigan local offer

Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child?

Your first point of contact would be the class teacher.

Who else has a role in my child's education?

The phase leader, SENCo and Pastoral Managers all play important roles in your child's education and can be spoken to if you wish to discuss needs further.

Who can I talk to if I am worried?

In the first instance the class teacher or Pastoral Lead would be your point of contact. For concerns about SEN processes or information you should ask to speak to the SENCo.

Who should I contact if I am considering whether my child should join the school?

If you contact the reception desk or administration phone number and leave your details, someone from school will return your call and discuss your needs.

Who is the SEN Coordinator and how can I contact them?

The SENCO is Nicola Wood, Directed by Stephen Wallace (Head Teacher) and they can be contacted at the school address and telephone number.

What other support services are there who might help me and provide me with information and advice?

The Local Family Hub offers families health, family support and employment related services.

There is a public library located within the school site.

The local charity, Embrace Wigan and Leigh can support with information and advice related to SEND:

<https://www.wigan.gov.uk/LINC2/Survival-Guide/Local-services/Embrace-Wigan-and-Leigh.aspx>

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

21. Complaints from parents of children with SEN about the support provided by the school.

Should you have a concern about children with special educational needs about the support provided by the school parent / carers can raise you should arrange to speak to the school SENCo in the first instance. 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 the Local Academy Board.

Where can I find the local authority's Local Offer?

Wigan's Local Offer can be found at www.Wigan.gov.uk

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

The Family Information service directory can be accessed directly at:

<https://www.wigan.gov.uk/Resident/Health-Social-Care/Children-and-young-people/Childcare/Family-Information-Service.aspx>