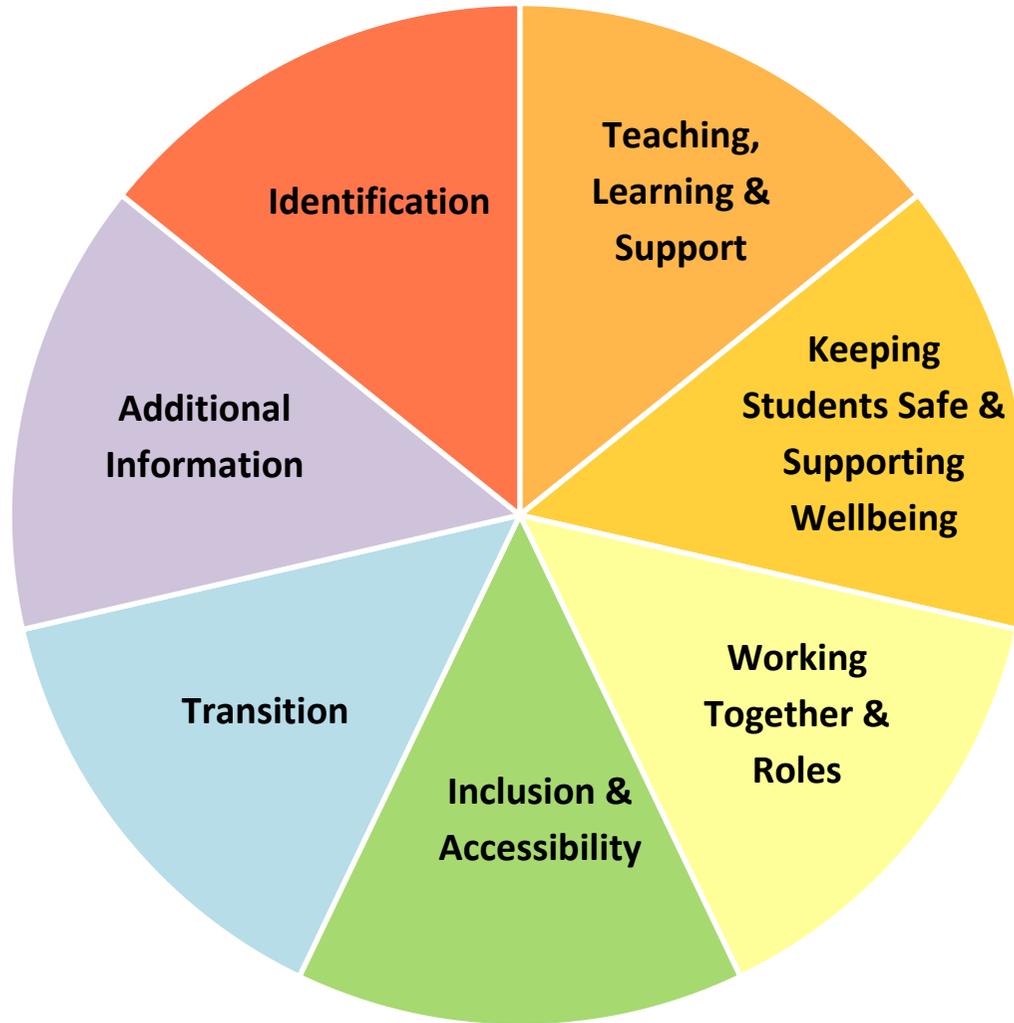


Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	St Gabriel's Catholic Primary School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input checked="" type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
Specific Age range	4-11 years
Number of places	211
Which types of special educational need do you cater for? (IRR)	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



Our Local Offer for Special Educational Needs and/or Disability



Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child or young person needs extra help? *(IRR)*

We follow the graduated approach outlined in the Cheshire East Inclusion Toolkit, using the cycles of assess, plan, do, review to monitor progress. School staff endeavour to identify any additional needs as early as possible, through monitoring of work, participation in lessons, observations of social and emotional well-being and discussions with parents, and other professionals. When a teacher has concerns about a child relating to cognition and learning, social, emotional and mental health, communication and interaction, or physical and sensory needs, they speak with the school SENCO who may advise that the child is placed onto First Concerns, SEN Support and/or may suggest additional support or interventions.

Once a child has been identified as having difficulties in one of the above areas, the first step is a discussion with parents. This discussion may take place at one of our termly Parents' Evening or an additional meeting may be sought. We believe that building positive relationships with parents benefits the progress of all our students, including those with SEND. As well as contacting parents ourselves, we encourage parents to approach the class teacher or SENCO if they have concerns about their child. We will always do our best to support a family, including if the needs seen by parents at home are not observed in school.

When a child is identified as having emerging or fluctuating needs, then they are placed onto First Concerns, in line with Cheshire East guidance. The graduated approach is then followed and if more support and interventions are needed to secure progress, then the child may be moved onto SEN Support.

Children on SEN Support Plans have their progress and plans reviewed at least once a term and parents are invited to meet with teachers to discuss this.

During the Autumn term, the SENCO holds pupil progress meetings where both those already identified as having SEND and those whom the class teacher has identified as having difficulties in particular areas, are discussed. This allows for a timely review of current provision and its effectiveness. Following these discussions, additional support and/or interventions may be put into place.

Additionally, we are now using the Rapid Dyslexia Screener from GL Assessment to identify those with traits of dyslexia or who are having difficulties in reading and writing, from Year 2 upwards. This process followed is outlined in our Dyslexia Policy, available on the school website.

What should I do if I think my child or young person needs extra help?

Parents are actively encouraged to share any concerns they have with either their child's class teacher or the school SENCO. Class teachers can be contacted via the email provided on welcome letters at the start of each year or through emails forwarded to the school office.

The SENCO can be contacted through email (senco@stgabriels.cheshire.sch.uk), at the school gate each Wednesday morning 8.20-8.40 or through the school office. Additionally, we hold SEN Drop-In sessions where parents can pop into school without an appointment for a chat about the school's SEN provision and/or their child.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

SEND policies: <https://www.stgabriels.cheshire.sch.uk/page/policies/144939>

Additional general school policies: <https://www.stgabriels.cheshire.sch.uk/page/policies-and-statements/12845>



Our Local Offer for Special Educational Needs and/or Disability

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

All children have access to quality first teaching, with adaptations made, if necessary, based on the individual needs of the child. Adaptations to provision to further support children, may include physical or sensory supports (e.g. writing slope, pencil grip, wobble cushion), visual scaffolding (e.g. task lists, use of WAGOLs), alternative methods of recording (e.g. talking tin or laptop) or small group support.

If a child requires further support, beyond quality first teaching, then specific intervention packages may be used. Some of the most widely used interventions in our school include, Precision Teaching, Little Wandle Catch-Ups Rec-Yr1, Nessy Yrs2-3, Dyslexia Gold (Yrs 4-6), and Toe-by-Toe. Additionally, we provide social, emotional and mental health support through our nurture support program. We have a trained ELSA who delivers bespoke interventions and regular check-ins in KS2, additional lunch-time nurture groups in KS2 and targeted nurture programs such as Talk About and Building Bricks Therapy in KS1.

For those with complex needs, or for whom the interventions in place do not cause the expected progress, further advice is sought from specialists such as Speech and Language, Educational Psychology, CEAT (the Cheshire Autism Team), Occupational Therapy, Physiotherapy or outreach services. This advice is then fed into a child's plan and forms part of the Assess Plan Do Review cycle.

For children on First Concerns or SEN Support, progress and provision is reviewed at least termly with the review, changes to provision and new targets communicated with parents either at that term's Parents' Evening (in an extended slot) or at an additional meeting.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

Class teachers carefully adapt their teaching and resources to suit the needs of individual children so that they can access the same learning objectives as their peers. For example, if a child has speech and language difficulties they may receive pre-teaching of complex vocabulary prior to lessons. Scaffolding such as word banks and WAGOLs, support children with cognition and learning needs, such as dyslexia.

SEN Support Plans and First Concern Plans keep a record of the current provision for children with additional needs, so that from year to year, teachers know what works or doesn't work for individual children. Additionally, transition meetings are held in the summer term each year to ensure that a child's new teacher in September knows how to adapt their classroom practices accordingly, and transition records are kept in teacher's files to refer back to.

We aim to build resilience and independence in our children, and do so by tailoring learning so that children are taught how to use strategies and tools to support themselves rather than relying on adult support, when appropriate. All classrooms for example, have Little Wandle phoneme frames and maths manipulatives for children to choose to use.

Our curriculum is creative and ambitious for all. The curriculum is overseen by individual subject leaders and SLT. The SENCO provides support to teachers when needed if an aspect of the curriculum needs adapting further for a child.

Reasonable adjustments are made in line with pupils' needs, for example, learning different or less spellings, or having extra time to complete times tables tests. Access arrangements for SATS are evaluated on an individual basis in line with government guidance.



Our Local Offer for Special Educational Needs and/or Disability

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Teaching, Learning and Support

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

For children with complex needs, a needs assessment may be requested from the local authority. Parents/carers are involved in this process, in addition to advice sought from external agencies such as the Educational Psychology service.

For children with additional funding through an EHCP, resources are purchased and adult support is allocated based on the provision outlined in Section F. If a resource is recommended as having a positive impact on a child or group of children then the school will endeavour to secure it. To ensure that our SEND budget is used appropriately, SEND resources are purchased based on recommendations from external agencies, such as CEAT, or the SENCO. The SENCO keeps a log of resources that is updated termly and shared with all teaching staff. Resources are kept in a central location and organised by area of need.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

When a child is identified as having SEND, a plan will be created that details the provision the child needs to support them. The plan is reviewed at a meeting between the class teacher and parents/carers, and sometimes alongside the SENCO. School utilises a range of interventions and resources that the class teacher, with support from the SENCO, can choose to use to support a child. If a child does not make the expected progress with a particular intervention, then an alternative will be sought, sometimes after seeking external advice, such as from an educational psychologist or speech and language therapist, if appropriate.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

The school has a central resource area with a list of resources that is updated and shared with staff termly. Many additional resources are purchased throughout the year based on recommendations from external specialists such as speech and language.

If a child requires significant additional resources, upon recommendation of an external professional, such as the sensory inclusion service, then school may have discussions with that service about the best way to acquire it.

If a child is accessing an intervention or resource in school, this information is shared with parents.

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

Children's progress and wellbeing is discussed with parents/carers termly during Parents' Evenings. A child's books and assessment data may be shared with parents during this meeting. Next steps and provision are also discussed, with parent/carer views being incorporated into the meeting and any decisions made. Children on the SEN register have a SEN Support Plan that follows the Assess, Plan, Do, Review (APDR) cycle. In the first instance, targets are set based on the needs of the child and provision is detailed to support that progress. At least termly, this progress is reviewed and new targets are set and/or provision is amended. The school measures progress in different ways depending on the area being assessed and the intervention tool being used. For example, the Salford reading test is used to give children a reading age which can then be used to measure progress in reading across the school year, whereas some interventions, for example the TalkAbout intervention, have their own assessments which measure progress.

Assessment data is recorded on SEN plans. SEN plans are reviewed, with parents, at least termly with advice being given on how parents can support their child's learning/development at home.



Our Local Offer for Special Educational Needs and/or Disability



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Teaching, Learning and Support

For those with Education, Health and Care Plans (EHCPs) annual reviews are held to review progress and provision. Any external professionals involved with the child are invited to the meeting and invited to share reports ahead of the meeting. If there are concerns before an annual review is scheduled to be held, then an interim review may also be held.

We strive to build positive relationships with families, based on the principle that working together is the best way to support a child. Additional forms of communication, such as Class Dojo and home-school books are used for some children based on their needs. Teachers share their email addresses with all parents at the start of each school year also.

If a family requires additional support, then school will do their best to source the appropriate service, with the family's consent. This may be a referral to Early Help, or suggested local services/charities, such as Ruby's Fund or Visyon.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)

A child's targets and provision are shared with them, if appropriate. SEN Support plans have a section 'All About Me' where the child's views are incorporated into the plan. We put a high emphasis on the child's voice in school and if a child feels they need additional support or would like to try an additional resource then is considered and discussed with the child, on an individual basis, based on their needs.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? (IRR)

Most interventions have pre-post assessment measures or track progress throughout the intervention. For example, Dyslexia Gold which is used in KS2, keeps records of progress online. Measures of progress are reviewed either termly, as needed or as an ongoing process. For example, precision teaching is an intervention widely used across the school to target gaps in phonics, spelling, reading and maths skills, the targets/probes used within the intervention progress only when the child has secured current targets/probes.

The effectiveness of an intervention is then communicated with parents at Parent's Evening, through their First Concerns or SEN Support Plans or through additional communication if needed.

Parent surveys to gather parental views on the school as a whole and SEND provision at St Gabriel's, are shared yearly. Feedback is then used to improve provision.

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

The safety of children in our school is paramount. The school building is enclosed by secure fencing with access to the school being through the gates (road and pavement) at the front of the school. The road gate is closed at all times, accessed by permanent staff with key fobs or through a buzzer system. The pavement gate is opened at pick up/drop off times only during the school day. To gain access to school, the buzzer system contacts the school office or after-school provision who may grant entry. When a visitor enters school, they sign into a visitor book and wear a visitor lanyard/badge.



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Keeping Students Safe and Supporting Their Wellbeing

At the start of the day, children enter school through the main gate that is always manned by at least 2 members of staff, usually the headteacher and/or deputy headteacher. At the end of the day, children leave school either through the main gate, the hall or KS1 classroom exits. All children are handed over to parents/carers, except some Year 6 children who are allowed to walk home on their own.

Before school and break time playtimes are supported by teachers and teaching assistants. Lunchtime play is supported by midday assistants and teaching assistants, with certain classes allocated to certain members of staff to build relationships and ensure consistency.

Lunchtime nurture clubs are available to support children with additional needs, such as anxiety.

For all school trips, risk assessments, associated documents and information are submitted on the Evolve online system.

What pastoral support is available to support my child or young person's overall well-being?

The views, thoughts and feelings of all children, including those with SEND, are valued in our school. Some children access regular scheduled check-ins with a key member of staff to provide consistent, ongoing support whilst some have drop-in support as and when needed. All classes have an emotion-based display, alongside other strategies and resources, which children can use to identify when they need additional support. Support is very much tailored to individual needs, with some children using alternative means of communicating when they need support, such as through use of mood bands or flashcards.

KS2 have an ELSA whom staff can refer children to for more tailored support sessions, such as anxiety or emotional regulation support. Additional nurture sessions are also available during some lunchtimes. In KS1, targeted interventions, such as Talk About, are delivered by teaching assistants.

The well-being of all children is paramount. Children are taught strategies to support their own well-being through the My Happy Mind programme, which parents are also encouraged to access at home.

Children are supported in making friends with their peers in a number of ways. Sports coaches facilitate and model games during lunchtime sessions, midday assistants are always on hand to offer to support, Year 6 children can volunteer as 'play leaders' to support younger children and tailored support can be put in place for those children who find social interactions and friendships particularly difficult. When children start in reception, they are paired up with a Year 6 child who acts as a buddy supporting them coming into school in the morning. This relationship is fostering through regular paired reading sessions, 'computing buddies' sessions, a craft morning and also working together for planned whole-school activities, e.g. orienteering.

Our Anti-Bullying policy is available to view on the school website: https://www.stgabriels.cheshire.sch.uk/serve_file/23388457

How will the setting, school or college manage my child or young person's medicine or personal care needs?

Children with specific medical needs may have an Individual Healthcare Plan which is shared with all relevant staff. This plan incorporates the child's medical background and provides clear guidance to support their needs. Any children with serious healthcare needs have their photo and a description of their needs up in the staff room.

If your child requires medicine to be administered, we ask that you complete a medicine administration form, available from the school office, and drop it off with your child's medicine at the school office. Usually, as the school admin assistant looks after medicines, these are given to children by her, although in some instances the class teacher or a teaching assistant may also give medicine.



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Keeping Students Safe and Supporting Their Wellbeing

All children have a primary contact to get in touch with in case of an emergency with additional persons to be contacted if they are unavailable. The safety and wellbeing of your child is paramount and so if we have any concerns, we will contact you in the first instance to make you aware and involve you in any decision making.

Staff follow an intimate care policy in regard to providing personal care. We would ask that any personal care needs are shared with school at the earliest opportunity so that a meeting can be scheduled between parents/carers and the class teacher, and SENCO if appropriate, to further discuss and plan for these needs.

If a child misses a significant amount of school due to medical needs, then a child's class teacher would be responsible for sending work home. This may be set via an online system such as Purple Mash or via email. Children who are assessed as having gaps in their learning following a prolonged absence due to illness, may receive interventions to target those gaps.

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

Children's emotional and social development is supported through our Relationships and Health Education (RHE) programme (policy available here: https://www.stgabriels.cheshire.sch.uk/serve_file/23391927) and My Happy Mind programme.

My Happy Mind is designed to teach children the skills and understanding they need to proactively manage their mental health, building resilience and self-esteem. It is delivered in a weekly session in each class with many of the strategies taught, e.g. Happy Breathing, dropped in at additional points. Further information on My Happy Mind can be found here: <https://myhappymind.org/about/>

All children are actively encouraged to discuss their emotions and any worries they have. Emotion displays in each classroom support children in communicating their emotions if they find it difficult to directly start those conversations, in addition to resources such as mood bands, for children who need further support in communicating their emotional state with staff, in the moment.

For children who need additional support with their emotional and/or social development, many targeted interventions, such as Building Bricks Therapy, are also available.

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

Attendance is monitored very closely across the school. The SENCO monitors the attendance of all children on the SEN register and on First Concerns on a termly basis and meets with the headteacher to discuss any concerns. The support offered to increase poor attendance is dependent on the needs of the child and their family; the importance of attending school regularly and the impact of poor attendance on attainment and wellbeing is emphasised in a supportive manner. This may be through a formal letter or through a meeting/conversation with parents/carers.

We recognise that some children may have a low attendance rate due to persistent or ongoing illnesses; in such cases, efforts would be made to support the child with any gaps in knowledge that arise from missed learning sessions.

We recognise that certain children are at higher risk of exclusion and put into place measures to provide the best support we can to avoid this. The school's behaviour policy can be accessed via the school website: https://www.stgabriels.cheshire.sch.uk/serve_file/25410867



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Working Together & Roles

What is the role of my child or young person's class teacher?

As stated in the SEN Code of Practice, every teacher is a teacher of SEND. Each child's class teacher has overall responsibility for their progress and wellbeing, and communicating this with parents. Teachers ensure First Concerns Forms and SEN Support Plans are updated and share directly with parents. Teachers are, of course, supported in their role by teaching assistants, the SENCO, SLT and wider professionals such as SALT.

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

Each class has a teaching assistant with time dedicated to their class. Teaching assistants may assist children through providing support with learning in class, supporting children's wellbeing and/or targeted support through interventions. The school SENCO monitors the attainment and attendance of all children on First Concerns or SEN Support termly and follows up on concerns and successes with SLT and class teachers. In the Autumn term, pupil progress meetings are held between individual class teachers and the SENCO to discuss the progress and wellbeing of children on First Concerns, SEN Support and any additional children beginning to show emerging difficulties. Children known to have difficulties in specific areas may be monitored more closely by the SENCO dependent on need. Referrals to external professionals may be processed after a discussion has been had with and consent gained by parents. This may include SALT, the EP service, CEAT, OT, SPOTTS or the school nurse.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

All children with an ECHP, SEN Support Plan, First Concerns Plan or Individual Healthcare Plan have their plans shared on our staff share drive – accessed by all staff. When plans are updated, relevant staff members such as teaching assistants are informed and paper copies may also be given out for reference. Any paper copies of plans are stored securely in SEN files in classroom cupboards. Additionally, Class Provision Maps collate all of the interventions provided in each class for reference.

What expertise is available in the setting, school or college in relation to SEND? **(IRR)**

Ongoing CPD opportunities are provided for staff to ensure that skills and knowledge are up to date. The SENCO and SLT seek out training for both individual staff members and whole staff based on the needs of children (and staff). CPD is sourced from a variety of areas, including NHS Speech and Language, the Cheshire East Inclusion Quality Team, the Educational Psychology Service, CEAT and other relevant organisations. Each half-term the school SENCO meets with other SENCOs in the Alsager area for Educational Psychologist and CEAT consultations, and each year attends the Cheshire East SEND Conference. We are a recognised *Music Mark* school (2023-2024).



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Working Together & Roles

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)

The school has links with and secures support from a range of external agencies depending on the needs of a child/children, for example, speech and language and the sensory inclusion service. The SENCO processes all referrals following discussions with class teachers and support staff.

The SENCO meets with both The Cheshire East Autism Team (CEAT) and the Educational Psychology Service at consultations, half-termly, alongside SENCOs from other local schools.

If a family requires additional support at home, then Early Help can be accessed, with the family's consent, to support the family.

A range of local services are routinely recommended to parents both on an individual basis and through information available on the SEND area of the school website, such as Ruby's Fund, CLASP, Space4Autism, Autism Inclusive and Visyon.

Outreach services are also accessed if the school needs further guidance in supporting a child.

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

If you have a query, please contact your child's class teacher in the first instance. The SENCO is also available to provide further support relating to SEND queries.

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

Mrs Sophie Baker is the school SENCO. Please contact via email at senco@stgabriels.cheshire.sch.uk or through the school office. Alternatively, for current parents/carers, Mrs Baker is available on the school gate each Wednesday morning 8.20-8.40am.

SEND Drop-In sessions have been introduced in the Spring term 2024 and will be held throughout each academic year where parents/carers can come into school without an appointment to meet with Mrs Baker to discuss any queries regarding their child's provision or general SEND provision in school. Further details about upcoming SEND Drop-In sessions can be found on the school website.

What roles do have your governors have? And what does the SEN governor do?

The school governors have designated roles and meet regularly to discuss provision across the school. There is a designated governor for SEND who meets regularly with the SENCO to discuss SEND across the school, this may involve learning walks, looking at data or reviewing provision. We also have a designated governor for looked-after children.

How will my child or young person be supported to have a voice in the setting, school or college? (IRR)

School council involves children from Year 1 upwards with additional representation in Year 6. Members from each class report back to their peers and gain their views before presenting/discussing at meetings. SLT, teachers and subject leaders may choose to involve the school council with decision-making in a range of areas. The school SENCO nominates an additional member of school council to ensure the voices of SEND children are heard.

Subject leaders regularly seek the views of children in relation to their subjects using this feedback to develop provision across the school.

For those with SEND, school support plans are updated with a 'my views' section with details the views of the child. For those on First Concerns, the provision detailed in the document is shared with the child, if appropriate.



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Working Together & Roles

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

There are regular opportunities for parents, carers and their wider family to be involved in the school. Throughout the year, different classes perform in class assemblies, nativities and musical productions for which families are invited to attend. We also hold a Macmillian Coffee morning, grandparent reading days and 'star readers' sessions in reception. Parents and carers are also invited to support on school trips and hear children read in school. SEND coffee mornings are held once a term, inclusively, for all parents, to build relationships and share experiences with other parents. Our PTA is active in fundraising activities and regular meetings, please contact the school office for further information. Parent governors support the school, when a term ends and a new post is available, information is shared via the school newsletter.

What help and support is available for the family through the setting, school or college? *(IRR)*

If a parent or carer requires support with completing paperwork, we would advise that they contact the relevant member of school, such as the SENCO, or the school office. We understand that some forms can be difficult and stressful to complete and will support parents as best we can. Information on agencies that can provide support, advice and guidance to families is available on the SEND area of the school website. If further/alternative support is required, then speak to your child's class teacher, the SENCO or the Headteacher/Deputy Headteacher. Travel arrangements are discussed on an individual basis.



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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

We strive to provide a rich and varied curriculum with additional opportunities to build cultural capital and enhance learning. School trips are planned in each class throughout the year, residential trips take place in Years 4, 5 and 6 and enrichment days also take place in some classes (e.g. a Viking day in Year 5). Each of these opportunities are inclusively available to all students with reasonable adjustments made if necessary, e.g. taking a wheelchair on a school trip or securing additional adult support.

Clubs take place both after school and at lunchtimes. For an up-to-date list of current clubs and costings, please contact the school office. All children are invited to attend clubs.

Whizz Kids Alsager provides on-site before and after school provision, and holiday provision at another Alsager school. ASM Sports also provide holiday provision, usually on-site. Further information on both providers can be found on their respective websites.

We endeavour to ensure equal opportunities for all children, for example providing access to small group music lessons for pupil premium children.

If a child is identified as having needs that will affect their ability to participate in an activity such a school trip, parents/carers are involved in meetings beforehand to discuss provision and reasonable adjustments. In some cases, it may be appropriate for parents/carers to accompany their child on trips.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Our school is split across 2 levels with a lift alongside stair access to ensure accessibility.

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

Details (if required)

There is a disabled parking space on the school car park.

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

n/a

The school's Accessibility Plan is available on the school website.



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Inclusion & Accessibility

The school supports students with SEND in accessing the same facilities and opportunities as their peers, through careful planning and making reasonable adjustments where necessary. When a student's needs may impact their ability to access learning and make progress, or may affect their wellbeing, their needs are communicated with external teaching staff such as PE instructors or language teachers.

Students with auditory and/or visual impairments are supported based on their individual needs, for example, seating positions in class, access to a quieter space for group work or use of specialist equipment. All teaching staff received training in Makaton in January 2024, with new signs being introduced to pupils each week.

The school supports children who require assistance developing alternative forms of communication, through regular contact with external agencies such as speech and language, implementing strategies such as communication boards or PECS depending on a child's needs.

We aim to support families by using their preferred medium of communication, whether it be in person or by phone, text or email. If a parent/carer requires communication in a language other than English, then an interpreter may be sought.

Laptops and netbooks are available for children who struggle to transcribe onto paper. This may be due to physical difficulties with writing or due to other barriers such as dyslexia. iPads are also available to support those with EAL.



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Transition

Who should I contact about my child/young person joining your setting, school or college? (IRR)

For information about school admission, please contact the school office on admin@stgabriels.cheshire.sch.uk.

How can parents arrange a visit to your setting, school or college? What is involved?

To arrange a visit to the school, please contact the school office on admin@stgabriels.cheshire.sch.uk.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)

For those joining us in reception, the class teacher, and SENCO if appropriate, will meet and observe your child at their pre-school setting. Further meetings may be had with parents, carers and other professionals if needed.

Transition sessions for the new reception cohort are held in the summer term. Additional transition sessions may be arranged based on a child's needs and discussions with parents/carers and the SENCO and class teacher. A transition booklet containing information and photos is also shared prior to September so that children can familiarise themselves with the setting, staff and routines.

For children moving up to KS3, we have good links with our local and feeder high schools. In Year 5, children visit Alsager High School to participate in workshops to begin building familiarity with that setting. In the Spring term, a teaching assistant starts having regular sessions working through a transition booklet with those who need it, to discuss any concerns and questions they have about high school. We do also arrange additional transition visits for those who would benefit, at this time, following a discussion with the high school. Additionally, some children visit the high school in advance of this with parents/carers, typically after school, following contact with the high school.

All SEND records are shared with a child's new setting and transition meetings are had in person with Alsager High School, where an in-depth conversation is had regarding the specific needs and what works/doesn't work well for individual children.

Children in Year 6 are given the opportunity to hold special responsibilities such as play leaders or register monitors to help prepare them for the increased independence and responsibility of high school, this includes those with SEND. Activities and events such as Business Enterprise also give children the opportunity to develop skills such as team building and planning and organising, again to support them in being high school ready.

We also recognise that individual children cope with transitions differently and put support into place accordingly. For example, for a child who finds changes to routine difficult, we would anticipate that additional transition support each summer term would be beneficial, this may include short, frequent visits to their new classroom or additional opportunities to spend time with their new teacher.

For children joining us part way through their primary school education, transition provision is discussed on an individual basis.



Our Local Offer for Special Educational Needs and/or Disability



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Additional Information

What other support services are there who might help me and my family? *(IRR)*

CEIAS offer free confidential support and information to children and young people with SEND, their parents and or their carers:

<http://www.ceias.cheshireeast.gov.uk/home.aspx>

The Cheshire East Parent Carer Forum welcomes all parent carers who have children / young people (age 0-25) with SEND in Cheshire East. Members can access information, peer support and training from CEPFC, and can share their lived experiences and views of SEND services in Cheshire East to help make things better:

<https://www.cepcf.org/>

Useful links to other services and organisations can also be found on the SEND area of the school website: <https://www.stgabriels.cheshire.sch.uk/page/useful-information-and-links/144936>

There are many local support services and charities available, parents and carers can contact the SENCO (senco@stgabriels.cheshire.sch.uk) for further information based on their needs.

When was the above information updated, and when will it be reviewed?

April 2024 to be reviewed March 2025.

Where can I find the Cheshire East Local Offer? *(IRR)*

From 1st September 2014, the Cheshire East Local Offer can be found at <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

What can I do if I am not happy with a decision or what is happening? *(IRR)*

If parents are not happy with their child's provision or another aspect of school, we would encourage them to speak, initially, with the class teacher and then, if they are unable to help, with a senior member of staff such as the SENDCO, Deputy or Headteacher. If, after discussing your concerns with a member of SLT, you remain unhappy with any aspect of the school's performance, our complaints procedure is available on the school website:

https://www.stgabriels.cheshire.sch.uk/serve_file/23388473.

Advice and guidance on the procedures available if you are unhappy with a decision made by the local authority, including where to access support, can be found on the Cheshire East Local Offer webpage: www.cheshireeast.gov.uk/localoffer.