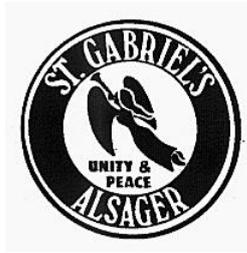


# **St. Gabriel's Catholic Primary School**

**SEN Information Report and  
School's Contribution to the  
Local Offer**

**November 2021**



# St. Gabriel's Catholic Primary School

## Special Educational Needs Information Report and School's Local Offer

(In accordance with Children and Families Act (2014), Regulation 51, Part 3, section 69 - 3a)

*This Special Educational Needs Information Report (incorporating the School's Local Offer) should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on the school website.*

### Mission Statement

#### 'Nurturing Hearts and Minds'

**God's love is at the heart of all that we do at St Gabriel's Catholic Primary School. Hearts and Minds are nurtured in a stimulating and safe environment. We believe that every child is unique and we nurture each child through a creative and rounded curriculum to reach their full potential. Talents are celebrated and differences are respected within a strong, supportive Catholic community.**

**At St Gabriel's children learn to love, respect and care for each other and God's entire world. Our school is a place where children are filled with a love of life and learning.**

## 1. What kinds of special educational needs do we provide for?

St. Gabriel's Catholic Primary School is a mainstream primary school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

## **Definition of Special Educational Needs and Disabilities.**

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

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A child has a learning difficulty or disability if he or she:

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

### **Who is the SENCo and how can parents contact them?**

The school's SENCo is Mrs C. Stevenson. Mrs Stevenson has completed the National Award for SEN. The school's Deputy SENCO is Mrs S. Baker.

An appointment to see Mrs C. Stevenson or Mrs S. Baker can be made via the school office by telephoning: **01270 875770**

## **2. How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?**

In addition to quality first teaching (QFT), some children may need additional support such as focused interventions targeting particular skills. We recognise the benefits of early identification of SEN and that making effective provision at the earliest point improves long-term outcomes for the child or young person.

Children with SEN are identified as early as possible within our setting. Initial concerns are usually raised through comments brought by parents or school staff working directly with the child. These concerns may be based on the pupil's general well-being, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.

At St. Gabriel's Catholic Primary School, we assess each pupil's current skills and levels of attainment on entry and at regular intervals, building on information from previous settings and key stages where appropriate. Assessment may include progress in areas other than attainment – for instance where a pupil needs to make additional progress with their wider development or social needs in order to make a successful transition to adult life. Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected progress. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;

- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

Where a pupil is making less progress than expected, the first response is high quality teaching targeted at their areas of weakness. The progress of every child is monitored at termly Pupil Progress Meetings. Where children are identified as continuing to make less than expected progress, given their age and individual circumstances and in spite of QFT, they are discussed with the SENCO and/or Headteacher and a plan of action is agreed. This will be based on the Cheshire East Toolkit for SEND, which provides detailed guidance on how educational settings can identify children and young people with different types and levels of need, as well as information on appropriate steps and strategies to support them. The class teacher, working with the SENCO, will assess whether the child has SEN. While gathering evidence (including the views of the pupil and their parents), the school may put in place extra teaching or other interventions, designed to secure better progress, that are additional to or different from those provided as part of the school's usual curriculum offer and strategies. The pupil's response to such support can help identify their particular needs.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children and young people may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

In addition to school-based assessments, parents/carers may ask us to look more closely at their child's learning. We understand the importance of listening and understanding when parents express concerns about their child's development. We also listen to and address any concerns raised by children and young people themselves. Frequently, the concern can be addressed by QFT or some parental support. Otherwise, a graduated approach to supporting pupils with SEN or disabilities is initiated, following the process explained below.

### FIRST CONCERNS

For children who have been identified as having emerging and/or fluctuating difficulties, a meeting with parents will be arranged before placing the child at **First Concerns Level**. A brief record of parental and child views will be made, along with collated assessment data, records of any observations or evidence which supports the observed impact on learning (e.g. class work, photos, etc.), and records of any external agency support or contact (e.g. telephone conversations or emails).

A First Concerns Profile will be set up, outlining pupil strengths, needs, desired outcomes and strategies. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We may make the following adaptations to support pupils' needs:

- Differentiating the curriculum to ensure pupils are able to access it, for example, content of the lesson, outcome expectations, etc.;
- Adapting resources;
- Adapting staffing, for example, use of teaching assistants for small group or 1:1 support;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.;
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We will regularly review the effectiveness of the support and interventions and their impact on pupils' progress.

If the support needed is short term or can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If a child's progress continues to give cause for concern, and the support required is *different from or additional to* what is ordinarily offered by the school, then the next stage of the Graduated Approach is SEN SUPPORT.

#### **SEN SUPPORT**

In deciding whether to place a child on the SEN register, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and reliable assessment materials. For higher levels of need, the SENCO may (with parental consent) request the involvement of external support services (such as Educational Psychology, Cheshire East Autism Team, Speech and Language Therapy, Physiotherapy and Occupational Therapy Services) who can provide more specialist advice and assessments that can inform

planning and measurement of a pupil's progress, give guidance on the use of specialist strategies or materials, help with setting targets, and in some cases provide support for particular activities.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

When pupils have been identified as having persistent and moderate difficulties and display SEN requiring provision that is additional to and different from the mainstream curriculum, a meeting with parents (and pupils where appropriate) will be arranged before placing the child at **SEN SUPPORT** and adding the child to the school's **SEN register**. This meeting will include information gathering with the aim to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. The school will then seek to remove barriers to learning and put effective special educational provision in place, following the cycle of *assess, plan, do, review* with the child/young person at the centre of the process.

Once a child has been identified at SEN Support, a **School Support Plan (SSP)** is set up. This is used to record the child's and parents' views and to collate assessment data from a range of sources. Details of additional levels of support are recorded to outline the provision available to the child, e.g. resources and strategies to be implemented towards desired outcomes. The information within a SSP may be updated when appropriate. Parents will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular meetings (at least termly) where the SSP will be discussed and reviewed, and the impact of support interventions will be evaluated.

Targets for children at SEN Support are specific to their needs in the attempt to close the attainment gap between the child and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the teacher – who monitors progress towards the targets during the intervention – and by the SENCO, who monitors overall effectiveness and progress after the intervention.

Interventions and other support strategies are planned and reviewed each term or sooner. Children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention/support strategy, to change to a new intervention/strategy, or to allow a period of consolidation in class/group.

SEN support can take many forms. This could include:

- an individual learning programme
- evidence-based interventions to support different areas of need
- additional support from a teacher or a teaching assistant
- creating or adapting materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- supporting a child to take part in class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time

- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- following a care plan or action plan provided by an external agency, e.g. Educational Psychology, Speech & Language Therapy, Physiotherapy, Occupational Therapy, Cheshire East Autism Team, Emotionally Healthy Schools team, etc.

Meetings with parents will be held at least termly and a record kept to support the *assess, plan, do, review* cycle. A record of any external agency support, contact or advice will also be kept, as well as any records of observations or evidence which supports any observed impact on learning (e.g. class work, photos, behaviour log, etc.)

Support for children at both **First Concerns** and **SEN Support** levels is tailored to the needs of the individual child, and provided through a variety of means. The school uses a range of support strategies and interventions which are recorded on class provision maps. These are reviewed and evaluated at least termly. When allocating additional TA support for children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable each child to reach challenging individual targets, but without developing a learned dependence on an adult.

## **COMPLEX**

If a child's difficulties are persistent and significant, requiring consistent high levels of specialist interventions, the next stage of the Graduated Approach is **COMPLEX**. If a child fails to make progress, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child at SENS,

the school (or parents) may apply for the child to be assessed for an EHC Plan. The Cheshire East Toolkit for SEND provides clear information about when a request for an Education, Health and Care needs assessment, or specialist services, may be required.

A request for an EHCP assessment will only be made in a small minority of cases where a child has demonstrated significant special educational needs. School (or parents) will complete an EHC Needs Assessment application which collates information about the child's progress over time, and will also include documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. External agencies will be invited to provide additional relevant information. Pupil and parent views will also be collected. The **EHC Needs Assessment** Application is submitted to the Local Authority. All decisions relating to EHC needs assessments are made by a multi-agency panel comprising of representatives from health, social care, mainstream and special schools, an educational psychologist, a 0-25 SEND Officer and the SEND Service Manager. The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths and aspirations, as well as the barriers they face. Following the meeting, the LA will produce an **EHC Plan** which will record the decisions made at the meeting, bringing together the child's health and social care needs as well as their special educational needs. This EHCP will be reviewed by school each term and annually by the LA.

An EHC Plan includes:

- Record of parental views;
- Record of child or young person's views;
- Ongoing, collated assessment data from a range of sources (e.g. class teacher and SENCO);
- Smaller, SMART targets for the child or young person based on outcomes described in the EHC Plan;
- Record of implemented and reviewed resources and strategies - including resulting impact and progress (*assess, plan, do, review* cycles);
- Specific amounts (times and costs) – e.g. costed provision map;
- Log of meetings with parents - minimum of 3 meetings within a 12 month period to support the *assess, plan, do, review* cycle;
- Record of any external support, contact or advice (including action plans, reports or assessments) which has been implemented and reviewed;
- Records of any completed observations or evidence which supports any observed impact on learning (e.g. class work, photos, etc.).

## **SPECIALIST**

For a very small minority of pupils with SEN, it may be deemed necessary for them to receive their education within specialist provision. This outcome will be presented at a multi-agency EHCP review meeting, with the final decision being made by a multi-agency panel comprising of representatives from health, social care, mainstream and special schools, an educational psychologist, a 0-25 SEND Officer and the SEND Service Manager.

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly.

These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEN. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need.

This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The school Special Educational Needs Coordinator (SENCo) may carry out some additional diagnostic tests (eg Sandwell, Salford) to assist with the identification of SEN. The school may, with parental permission, seek the advice of external agencies such as CEAT, (Cheshire East Autism Team), Cheshire East Educational Psychology Service Support Services or the Special Educational Needs and Disability Service (SENDS). Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc.

### **3. How do we involve parents and consult with them about their child's education? How do we help parents of children with Special Educational Needs or Disabilities?**

The school's Policy for Special Educational Needs and Disability aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process.

Parents and carers are valued and their contribution in terms of identification and support for pupils with SEN is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance contact the class teacher. School operates an 'open door policy' so parents can contact school at any time and we will do our best to meet with you as soon as possible, although sometimes some members of staff are out of school (on courses or at meetings etc). Depending on the COVID rates in the local area, a meeting may need to be conducted on TEAMS. An appointment to speak with the

Special Educational Needs Coordinator can also be made via the school office.

At St. Gabriel's Catholic Primary School, we aim to build positive and informative relationships with parents. The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. If a child is experiencing difficulties, parents will be informed either during informal meetings to discuss the child's progress, at parents' meetings, or at meetings called to discuss/review First Concerns, SEN Support or EHC Plans. The class teacher or SENCO will discuss relevant assessments that have been completed and involve the parent/carer in decision-making regarding the strategies by which their child's individual needs will be met. This will usually include an agreed plan of provision for the next term with relevant targets. Children may be invited to attend all or part of these meetings. Thereafter, parents (and children) will be invited to a meeting at least termly (these may coincide with parents' evenings) to review progress made, celebrate successes, update targets and agree provision for the next term.

To keep parents informed we have a comprehensive website with a SEND section, texting service, Facebook page and Twitter page. We also have newsletters, a notice board outside school (on our school car park), two scheduled parents' evenings throughout the year and one annual report which enables parents to give written feedback. Parents are however welcome to make further appointments when necessary.

For children who are on the First Concerns register a first concerns form will be shared with parents. Children who are on the Special Educational Needs register have a school support plan. Parents are invited to discuss the school support plan with the class teacher.

For children with long-term, complex needs, it may be appropriate to request a statutory assessment of their needs. This is a long and complicated process but school will guide parents through each step. We would also encourage parents to accept a referral to the Parent Partnership Service. Parent Partnership's aim is 'to inform, support, assist and enable parents or carers, of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child'. More information is available by following the link to Parent Partnership Service under the **"Help for Parents and Carers"** section of the Cheshire East Toolkit for SEND (0-25) website.

Key school policies and other documents are available for all via the school's website and copies of any policies are available at the school office for a minimal fee upon request. These can be adapted e.g. enlarged print if requested.

The Headteacher and/or SENCo will help parents/carers to complete forms and paperwork when necessary and by signposting to agencies. Information, advice and guidance for families of children with SEND is available via the SENCo and/or links on our website and parents/families who have additional needs are supported by members of the school staff. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to Parent Partnership Services, as above. The school office manager will also support parents with online school applications if they do not have access to computer or Internet at home.

When children join the school, we make a Home – School Agreement to help parents to understand the parameters and expectations in school. Additionally, we use Behaviour Contracts for all children on school trips and within school for some children who have particular

difficulties in regulating their behaviour; behaviour of children at St. Gabriel's Catholic Primary School is outstanding.

'The pupil's behaviour is excellent. They are polite and happy pupils who feel loved and valued'.

RE S48 Monitoring Inspection June 2017

If parents wish to become even more closely involved with school life, we have two places for parents to sit on our governing body and elections for these positions take place on a 4-yearly cycle.

#### **4. How do we involve and consult with the children about their education?**

We have a School Council which is made up of representatives from each class, voted for by their classmates. ALL children are eligible to serve on the School Council, regardless of special educational needs or disabilities and in recent years several such children have served the Council very well.

Additionally, we have recently begun to carry out Pupil Interviews.

Children with SEND who have a school support plan are involved in discussions about their targets including how well they are progressing and what they need to do or need help with next. They do this whilst working 1:1 with a teacher or teaching assistant.

## **5. How do we assess and review the progress that children make and how do we involve them and their parents?**

Assessment for all children is a continual process and takes many forms, as laid out in the school's Policy on Teaching and Learning. For many children with SEND, the teacher's assessment of need is sufficient to decide what is needed on a 1:1 basis through a School Support Plan.

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEN in their care. This work is co-ordinated by the school's SENCO and Deputy SENCO. Throughout the school, children's progress in maths and English is formally assessed by teachers every term. All of this information is monitored and evaluated to ensure that provision for all children is matched to their needs.

Specific additional assessments for children with potential or identified SEND can also be carried out by the SENCO and Deputy SENCO, usually starting with targeted classroom observations.

Examples of specialist assessments available are: Salford Reading Test, Sandwell Maths Test, York Assessment of Reading Comprehension (YARC) etc. These can be repeated at a later date to measure progress.

All School Support Plans and First Concern plans have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored regularly (on a 'can they do it' basis) by the teaching assistant, backed up by the class teacher. The child is also encouraged to self-evaluate against their targets on a weekly basis with the teaching assistant and/or teacher. New targets are set as soon as each target is met. School Support Plans are formally reviewed and evaluated three times per year by the class teacher and/or SENCo, informed by the weekly monitoring; this may involve the repetition of a specialist assessment, as above. A copy of a child's School Support Plan is sent home and parents are invited to discuss this with the class teacher, contributing to the evaluation / target

setting if they wish. This is so that they can support their child in achieving their targets through activities in the home.

For children with an Education, Health and Care Plan, an annual review (6 monthly for under 5s) will be carried out by the school in conjunction with the LA. Parents and external agencies are strongly encouraged to attend. Reviews in year 5 are used to begin to establish the parent's choice of high school in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in late summer term of year 5 or early autumn term of year 6 will confirm parents' choice of high school and a further transition review, when a high school place has been allocated, will be convened and the high school SENCO invited.

## **6. How do we support our pupils with SEND as they move on to high school or move to another school?**

To support all the year 6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the summer term.

Additional visits to their new school will be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENCOs of the two schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with a Health and Care Plan, a more

formal Transition Meeting involving all parties may be arranged to plan the transition process.

Where children with SEND move to another primary school, the SENCo will contact the SENCO of the receiving school to ensure all relevant information is shared. Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move.

## **7. What is our approach to teaching pupils with SEND?**

In accordance with the SEND Code of Practice, 2015, school does everything it can to meet children and young people's SEN. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;

- Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;
- When planning work for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's school support plan. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

For all children with Special Educational Needs, the class teacher, SENCO, Deputy SENCO and Teaching Assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention.

For all children with SEND (except those with an Education and Health Care Plan (EHCP) SEND Pupil Profiles will be written. For most children, the class teacher and SENCO will make more detailed arrangements for a programme of support, including a School Support Plan when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the pupil's plan. There may be some direct input and advice from agencies such as CEAT (Cheshire East Autism Team), the LEA Educational Psychology Service, Speech and Language Therapy etc.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their Plan.

There are currently nine teaching assistants (TAs) working across the 7 classes in school. Although some are part-time, this enables almost full-time TA support in every class with some additional support to be deployed where and when the need arises including in-class support, the one-to-one delivery of adult led support and small group interventions.

## **8. How do we adapt the curriculum and learning environment for children with SEND?**

The school will provide a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions / supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child. For more complex and expensive items, an Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisations aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured overlays and/or paper, pencil grip aid, Dictaphones and many more. We already have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions eg Further English Support, Toe by Toe, The Power of 2, Phonics Tracker, Nessy, Dyslexia Gold, Precision Teaching, Fine and/or Gross Motor Skills, Social Skills or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child.

We have a range of ICT programmes for pupils with SEN (Eg Nesy, Dyslexia Gold and Phonics Tracker).

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print etc.

## **9. What else do we do to make the school safe and accessible?**

The school has its own gated car park. Under normal circumstances, this is for use by staff and visitors only but it does have a disabled parking bay which is made available to parents if their vehicle carries a blue badge. In addition to the normal children's toilet facilities, there is one disabled toilet.

School staff are on duty on the school playground from 8:20am. The Headteacher and Deputy Headteacher monitor the school gates each morning. This helps the children see a familiar face when coming into school and allows parents to speak to the Senior Leadership Team if they wish to.

To ensure safe handover at the end of the day all infant children are collected from their classroom door by parents and carers. Junior children are taken to the school gate by their class teacher. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away).

## **10. How are staff trained and kept up to date? If we need more expert help and advice, what do we do?**

The SENCO and/or Deputy SENCO attends termly cluster meetings and passes updates on SEND to other staff, as appropriate. Many of our current Teaching Assistants and some teachers have been trained in to support children with a range of Special Educational Needs, in areas such as:

- Dyslexia
- Precision Teaching Methods
- Behaviour Management
- Autism

- Speech & Language
- Subject specific support programmes
- Attachment Awareness
- Growth Mindset
- Working Memory
- Emotionally Healthy Schools

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as CEAT (Cheshire East Autism Team), or Cheshire East Education Psychology Service. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency. Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the Early Help process which would involve parents, pupils and all agencies involved in the pupil's care.

## **11. How do we know if what we provide for the children is effective?**

All SEND children have a School Support Plan. Some children with more complex SEND needs have an Education, Health and Care Plan (EHCP) All of these are reviewed regularly, as laid out above.

The SENCO reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice.

The SENCO and Deputy SENCO collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENCO and Deputy SENCO meets with the SEN Governor at least twice per term. There is excellent support and challenge from the SEN Governor. As part of the School Development Plan, the SENCO produces an annual action plan and updates progress against this on a termly basis.

## **12. How are children with SEND enabled to take part in all the activities available in school?**

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (eg through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are overseen by the Headteacher. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and Cheshire East County Council.

Before and after school care is available to all children at St. Gabriel's Catholic Primary School from 7:30am until school opens and from 3:00pm until 6pm during term time. This is run separately by Whizz Kids, further information, including their Special Needs Policy, can be obtained from the school office.

At St. Gabriel's Catholic Primary School, we pride ourselves in nurturing the whole child and as such we place a great emphasis on sport and extra-curricular activities. There is a huge range of after school (and some lunch-time) clubs at St. Gabriel's Catholic Primary

School throughout the year, varying on a Termly basis. We are able to heavily subsidise these from our Sports premium to encourage participation.

The following list is a selection of what has been available to all children, including those with Special Educational Needs and Disabilities pre COVID. Due to the current rates of COVID diminishing in our local area, school clubs are now starting to return for our children.

Art Club

Dance Club

Cross Country

Cricket

Dodgeball

Gymnastics

Football

Baking Club

French Club

School Choir

Multi-skills

Netball

Recorder Club

Sewing Club

Reading Club

Basketball

Mini Vinnies

Science Club

Alternative Sports Club

### **13. How do we support children with medical difficulties or emotional and social difficulties? How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?**

#### **Medical**

The school has a variety of policies which cover health and wellbeing issues eg Medicines in School Policy, Accident / Incident Report Procedures Policy etc.

Some medication, such as asthma inhalers are kept in the teacher's cupboard in the appropriate classroom. All other medication is kept in a locked cupboard in the office or in the office fridge if necessary. Parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs. Additionally, there is a photo-card for children with medical needs in the staffroom; this gives a brief outline of their difficulty and signposts the reader to more detailed information which is held securely in the office.

Staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or

medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

### **Emotional and Social**

St. Gabriel's Catholic Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. To support pupils and their families, the school liaises with all relevant specialist agencies such as the family and medical centres, CAMHS, Creative Action Team, educational psychologists, paediatricians, speech therapists, occupational therapists, school nurse etc.

Although none of these is based in school, some do come into school to carry out assessments and therapy, with parental permission.

In some cases, school or one of the other agencies may complete an Early Help form with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need.

Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

### **Bullying and Child Protection**

All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons and whole-school assemblies. Anti-bullying week is observed, activities related to Anti-bullying are carried out by the whole school community. We have play leaders and buddies on the playground. Children with specific difficulties may be teamed up with a buddy or buddies to ensure their inclusion, safety and well-being on the playground. Additionally, all staff are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child.

E-Safety is taught in an age-appropriate manner throughout the school, recognising the potential dangers and issues on the Internet.

Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request. Incidents of bullying are extremely rare and behaviour at St. Gabriel's Catholic Primary School is 'outstanding' [Ofsted, 2012].

In accordance with legislation, the school has a Designated Safeguarding Lead and a Deputy Safeguarding Lead to deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training.

#### **14. What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?**

School has a nominated member of staff for Looked After Children (LAC). This is the Headteacher. They liaise with the SENCO to contribute to the child's Personal Education Plan (PEP). Where a

Looked After Child has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

### **15. What should I do if I have a concern or complaint about the provision for my child?**

In order to deal with your concern or complaint in the quickest and more straightforward way, we ask that you take a graduated approach:

- a) Firstly, contact their class teacher via the school office;
- b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the SENCO via the school office or the Headteacher;
- c) Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity.

### **16. Where can I find information about the Authority's Local Offer? <https://www.cheshireeast.gov.uk/livewell/local-offer...send-in.../send-toolkit.aspx>**

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers.

If you do not have access to the Internet, please ask for assistance at the school office.

Claire Stevenson

SENCO

November 2021

Review: November 2022

## Appendix 1

<b>List of personnel involved in SEND issues</b>	<b>POSITION</b>
<b>NAME</b>	
Mr E. Byrne	Headteacher
Mrs C. Stevenson	SENCO
Mrs S. Baker	Deputy SENCO
Mr J. O'Toole	SEND Governor
Mr M. Mitchell	Chairman of Governors
Mr E. Byrne	Assessment Co-ordinator
Mr E. Byrne	Safeguarding Lead
Mrs C. Stevenson	Deputy Safeguardng Lead
Mr E. Byrne	Pupil Premium
Mr E. Byrne	Looked After Children

## Appendix 2 – Terminology and Acronyms

<b>ADD</b>	Attention Deficit Disorder.
<b>ADHD</b>	Attention Deficit/Hyperactivity Disorder.
<b>ASC / ASD</b>	Autistic Spectrum Condition / Disorder.
<b>CAMHS</b>	Child & Adolescent Mental Health Service.
<b>CEAT</b>	Cheshire East Autism Team
<b>Dyscalculia</b>	Pupils having difficulty in acquiring mathematical skills.
<b>Dyslexia</b>	Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas.
<b>Dyspraxia</b>	Pupils with impairment of gross and fine motor skills.
<b>EAL / ESL</b>	English as an Additional (or Second) Language (This is NOT a special educational need).
<b>EHCP</b>	Education, Health and Care Plan. The new, legally enforceable document that describes the needs of the child and how these needs will be met. (Supersedes the Statement).
<b>EP(S)</b>	Educational Psychology/ist (Service).
<b>HI</b>	Hearing Impaired.
<b>HLTA</b>	Higher Level Teaching Assistant.
<b>LAC</b>	Looked After Child. (This is NOT a special educational need).
<b>LEA</b>	Local Education Authority.
<b>MLD</b>	Moderate Learning Difficulties.
<b>MSI</b>	Multi-Sensory Impairment. Pupils with complex visual and hearing difficulties.

<b>NASEN</b>	National Association for Special Educational Needs.
<b>NSA</b>	No Specialist Assessment.
<b>P Scales</b>	Performance descriptors. A common basis for measuring the progress of pupils working up to level 1 in all subjects of the National Curriculum.
<b>PD</b>	Physical Disability.
<b>PECS</b>	Picture Exchange Communication System.
<b>PEP</b>	Personal Education Plan – For those in the care of the Local Authority (not the same as an IEP)
<b>PIVATs</b>	Performance Indicators for Value Added Target Setting. An assessment programme to measure small steps of progress and to set targets.
<b>PMLD</b>	Profound and Multiple Learning Difficulties.
<b>PPS / PPO</b>	Parent Partnership Service /Officer.
<b>Pupil Profile</b>	An overview of a pupil's strengths and difficulties (For children at SEN Support).
<b>SaLT / SLT</b>	Speech and Language Therapist.
<b>SEMH</b>	Social, Emotional and/or Mental Health.
<b>SEN Code of Practice (CoP)</b>	Practical guidance to LEAs and the governing bodies of all maintained schools.
<b>SEN</b>	Special Educational Needs.
<b>SENCo</b>	Special Educational Needs Co-ordinator.
<b>SEND</b>	Special Educational Needs and Disabilities.
<b>SENDS</b>	Special Educational Needs and Disability Service (LEA organisation, formally IDSS)
<b>SENDO</b>	Special Educational Needs and Disabilities Officer (LEA representative).
<b>SEN Support</b>	Replaces SA and SA+. Pupils on the SEN register have SEN Support unless they have a Statement or EHCP.

**SLCN**

Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language.

**SLD  
SpLD**

Severe Learning Difficulty.  
Specific Learning Difficulties. A descriptor which covers aspects of Dyslexia, Dyscalculia and/or Dyspraxia.

**SLCN**

Speech, Language and Communication needs.

**TA  
TAF  
VI**

Teaching Assistant  
Team Around the Family.  
Visually Impaired.