



**ST GABRIEL'S CATHOLIC
VOLUNTARY PRIMARY ACADEMY**

'Learning and Loving on our Journey with Jesus.'

St Gabriel's Voluntary Catholic Primary Academy

SEND Information Report

Introduction

At St Gabriel's, we are committed to offering an inclusive curriculum to ensure the best possible progress for all pupils, whatever their needs or abilities. This policy acknowledges that not all children with disabilities have special educational needs, and not all pupils with special educational needs meet the definition of disability. At any point in their school life a child may have special educational needs and require special provision and support. Children are considered to have special educational needs if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious requiring more long-term intervention and greater support.

At St Gabriel's, we currently provide support for children with a range of special educational needs including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia and moderate learning difficulties,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy,

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support and parents/carers consent for this will be recorded.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views (where appropriate)
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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 will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

A tailored transition for pupils with SEND will be considered and this may involve an extended transition, visits to new school with support staff from St Gabriel's, transition intervention work, support from our school counsellor, travel training through the local authority and any other relevant personalised strategies.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We may also provide the following interventions:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

Through this it can be determined which level of provision the child will need going forward and whether the support of external agencies should be sought

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Special equipment or resources
- Individualised or group learning on a daily basis
- Extra adult support outside the classroom
- Support from an outside agency
- Accessing Speech Language and Communication Groups
- Emotional Literacy support

Additional support for learning

The first response is quality first teaching, targeted at a pupil's area/s of weakness. We aim to achieve this through differentiation and/or adapting classroom practice to suit the pupil's need. Teachers will also draw on skills and knowledge of additional whole school initiatives and training.

If a child continues to show a level of need which is not adequately met, and lack of progress is evident, they may access additional support and this will be identified through the school's regular assessment processes and provision mapping. The class or subject teacher may also instigate a short-term intervention. Targets individual to each child will be identified and shared with the child in half termly pupil progress meetings. This information will also be shared with parents.

Strategies used to provide additional support at this level may include:

- Specialist equipment or resources
- Interventions
- Individualised or group learning on a daily basis

- Extra adult support within the classroom.
- Accessing Speech Language and Communication Groups
- Emotional Literacy support
- Family Support.

A child receiving SEN School Support will be monitored by the class teacher and SENDCo.

Expertise and training of staff

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.

Our provision for SEND begins at a whole school level, building provision for individuals and groups, through to SEN Support, and up to support for pupils with Education and Healthcare Plans.

We recognise that CPD (continuous professional development) is a key aspect in supporting our staff to develop their SEND aware and inclusive practice. We endeavour to provide access to relevant training on a regular basis throughout the academic year.

Securing equipment and facilities

SEND has a designated budget within the school. Separate SLA's are in place to support the provision of outside agencies and support services such as Occupational Therapy and Counselling.

Where appropriate, the school will seek High Needs Funding in order to finance additional support that may be required to support individual pupils.

Evaluating the effectiveness of SEN provision

In the SEND Code of Practice 2014, there are four broad areas of need that give an overview of the range of needs that are planned for:

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

The following early identification strategies are used:

- School Tracking systems
- Provision Mapping
- Half termly Pupil Progress Meetings
- Other standardised tests
- Discussion with parents and pupils
- Observations and assessments
- Attendance and punctuality records
- Information from, and assessments made by, outside agencies
- Information from previous schools
- Assessments carried out on admission to school

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Pupil discussions
- Monitoring by the SENDCo
- Holding annual reviews for SEND pupils

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on all of our educational visits including residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Our Catholic faith and ethos form the basis for all of our teaching which offers continuous opportunities for us to support and develop our children's social and emotional development.
- We have a robust and comprehensive P.S.H.E curriculum in place.
- Pupils with SEND are encouraged to be involved in all school councils and groups.
- Pupils with SEND are encouraged to attend extra-curricular activities to promote teamwork/building friendships.
- We offer a quiet room at lunch times to enable those who may struggle with the playground to engage in play in a more structured and adult supported environment.
- We have allocated members of staff to offer extra support to vulnerable pupils in a pastoral capacity.
- We have a zero tolerance approach to bullying across school and this is closely monitored through our CPOMS recording system.

Working with other agencies

As a school, we are supported by other professionals who enrich our school community with their specialisms as well as providing advice and recommendations including:

Educational Psychologist

School Counsellor

School Nurse

NHS Occupational Therapy

NHS Physiotherapy

Child and Adolescent Mental Health Services

Specialist Teaching Services

Middlesbrough Local Authority

Redcar and Cleveland Local Authority

Holmwood School Outreach

River Tees Multi Academy Trust Outreach

Other agencies and professionals may work with school should the need arise. If a pupil is to work with any external agency, parents/carers will of course be informed and appropriate consent obtained.

Complaints about SEND provision

Complaints about the SEND provision in our school should be made to the Class Teacher in the first instance. They will then be referred to the school's complaints policy.

In addition, the parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contacts within School

Mrs C Baker – Headteacher

Mrs J Short – Deputy Head Teacher and Designated Safeguarding Lead

Miss M Bell – SENDCo and Deputy Designated Safeguarding Lead

The Local Offer

Our local authority's local offer is available at:

Redcar and Cleveland -

<http://www.peoplesinfont.org.uk/kb5/redcar/directory/home.page>

Middlesbrough -

<http://search3.openobjects.com/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

Contact details of support services for parents of pupils with SEND

SEND Information, Advice and Support Services (SENDIASS)

Special Educational Needs and Disabilities Information, Advice and Support Services provide independent support to parents, carers and young people.

If they aren't able to help you, they can put you in touch with someone who can. You might contact the service if you:

- Need help understanding and filling in forms and paperwork relating to education
- Need the Special Educational Needs (SEN) process explained
- Would like more information about your child's specific learning difficulty
- Feel communication has broken down between you and your child's school
- Want to appeal against any decision made about your child's education
- Are a child or young person who wants information, advice or support about your own special educational needs, including problems at school that are not being resolved with your parents' help
- Want an Independent Supporter to help you understand the Education, Health and Care Plan system and assessments.

Redcar and Cleveland Local Authority have an officer based with them who can be contacted on 0800 073 8800 / 01642 444527 or via email – SENDIASS@redcar-cleveland.gov.uk

Middlesbrough Local Authority SENDIASS services are provided via the charity MAIN and they can be contacted on 01642 608012 or 07939152653 or via email – MAIN_SENDIASSMiddlesbrough@iammain.org.uk .

Useful Links

The following links may prove helpful and provide information regarding any help or assistance you may require regarding children with Special Educational Needs.

Redcar and Cleveland / Middlesbrough Local Authority SEND Team

The SEND Assessment Team 0-25 deals with many aspects relating to inclusive education.

Redcar and Cleveland / Middlesbrough Local Offer

Middlesbrough's Local Offer supports children and young people with special educational needs and/or disabilities aged 0–25 and their families.

Please note that although we are a Redcar and Cleveland school, many of our children fall into the Middlesbrough local authority due to home address. Should you need advice on which authority to contact for support please do not hesitate to contact school.

Independent Parental Special Education Advice (IPSEA)

IPSEA offers independent legally based advice, support and training to help get the right education for children and young people with special educational needs.

Special Needs Jungle

Special Needs Jungle creates easy to understand resources, articles and information for parents and carers of children with special needs, disabilities and health conditions to better enable them to navigate the special needs system.

Contact details for raising concerns

The first point of contact for parent should always be school. This can be to the class teacher, SENDCo or member of the school leadership team.

If school are not able to answer a query or parents are not happy with the response then they may contact the SEN team at the Local Authority or consult with the information in the Local Offer.

