



St Gabriel's Catholic Primary School

Our Mission Statement

St. Gabriel's is a welcoming school where:

We pray together, care for each other and learn together
We feel safe and respected
We try to do our best
Everyone is treated fairly
We have fun with our friends
With Jesus Christ at the heart of our loving Catholic community

SEND Information Report

February 2021



St Gabriel's Catholic Primary School



St Gabriel's Catholic Primary School is founded on a real and living faith in Jesus Christ and the life of the school community is centred on Christ's presence in each and all of us.

At St. Gabriel's we acknowledge that all individuals are unique and created in the image and likeness of God. We educate our pupils in a Catholic atmosphere which permeates all areas of the curriculum, so that the Gospel message is seen in everyday life.

With the example of Jesus being central to everything we do, we aim to develop a real Christian awareness of the wider community and society. We promote high standards of learning, behaviour and Christian care, helping all children to be the best that they can be.

At St Gabriel's school, we believe inclusion is central to the well-being of the children in our care. Ultimately, we want all our pupils to achieve.

As a school we strive every day to ensure that every pupil in our school gets a good standard of education that is essential as a foundation to living a healthy, happy and prosperous life. At St Gabriel's School, we adopt a holistic approach to the education of our pupils. We value education, emotion and empathy.

Our SEND Report outlines the ways in which our school ensures we support pupils, particularly those pupils identified as having a Special Educational Need and / or disability. It does not detail every resource or strategy we use at St Gabriel's as these are constantly being modified and updated to reflect and meet the ever-changing individual requirements of our pupils.

Key Details:

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| Name of setting: | St Gabriel's Catholic Primary School |
| Address: | Wilnecote Lane, Tamworth, Staffordshire. B77 2LF |
| Telephone: | 01827 213910 |
| Email: | office@st-gabriels.staffs.sch.uk |
| Website: | www.st-gabriels.staffs.sch.uk |
| Headteacher: | Mr John Hayes |
| SENDCO: | Mr William Bright |

What are 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. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

There are four broad areas of SEN needs:

- **Communication and interaction:**
- Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- **Cognition and learning**
- Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- **Social, emotional and mental health difficulties**
- Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs**
- Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children with an MSI have a combination of vision and hearing difficulties.

Our school's approach to supporting pupils with SEND

Step 1: Quality First Teaching

The teacher should always display high expectations of all of their children within a caring and motivating classroom. Children's differing needs and prior knowledge should be used to plan quality, differentiated lessons. A range of teaching techniques and approaches should be adopted ensuring all children are engaged and actively involved in their learning. Lessons should be adaptable and allow for opportunities for the children to revisit, revise and consolidate their learning. Children will also be encouraged to reflect on their learning and targets at regular opportunities.

Step 2: Group Support

The sessions are planned with specific targets in mind and will aim to help your child make more progress for an identified period of time. They are run by a teacher or teaching assistant who has had, where necessary, relevant training. These sessions may happen within the classroom or in smaller teaching areas within the school. Interventions are timetabled to minimise disruption during core subjects such as English, Maths and RE. Parents will be kept informed of their child's progress and next steps identified.

Interventions currently available: · Precision Teaching · Better Reading Partners · First Class @ Number 1 and 2 · Success @ arithmetic · Nessy.

Step 3: Individual support Plan

At this point you will be invited in to discuss your child's progress and decide on steps to support them further. You may be asked to give permission for a referral to be made to an outside agency (e.g. Speech and Language, Education psychologists.) This will be to help the school and yourself to better support your child and their needs.

An Individual Support plans will be written. St Gabriel's will always encourage you and your child to be part of this process. The support plan will have a number of targets that will be supported at school and at home. These plans will outline the extra support/provision that you child require.

Step 4: AEN (Additional Educational Needs) Funding / EHCPs (Educational Health Care Plans)

The majority of children and young people with special educational needs and/or disabilities will have their needs met within local mainstream early years' settings, schools or colleges.

Some children and young people may require an education, health and care needs assessment in order for the local authority to decide whether it is necessary for it to provide extra provision.

Further information about EHCPs can be found at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/site.page?id=aYb6AfFVT1s>

Key staff and expertise

We have a number of teaching assistants who are qualified to deliver the FFT (Fischer Family Trust) reading intervention; a member of staff who is trained to deliver 1st Class @ number numeracy intervention, two members of staff who is trained to teach Success at arithmetic, one member of staff trained to teach Better Reading Partners. The majority of teaching assistants are trained in delivering Precision Teaching sessions. We also have a bilingual teaching assistant.

Teachers and support staff attend training courses run by a range of outside agencies.

They include the following:

- Child protection training Level 1 and 2.
- Epi-Pen Training.
- Asthma Awareness.
- Speech and Language – ‘Talk: The Basics’ (Charlotte Freakly, Chatterbox Speech and Language Therapy).
- Precision Teaching (Dr Vanessa Willis, Educational Psychologist).
- Attachment Training.
- Emotional Coaching and Support (Youth Emotional Support Services)
- Autism Awareness Training Tier One (Teachers and LSAs) and Tier Two (selected staff).
- Rainbows Bereavement Support

External agencies

We work closely with the a number of local services to help consider and select a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child’s progress. They include:

| | | | |
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| Educational Psychologist (EP) | Speech and Language Therapist | Staffordshire Special Educational Needs Support Service (SENS) | MEAS (Multi-Ethnic Advisory Service) |
| Midland Psychology (after an accepted referral) | Paediatricians and Paediatric Specialist Nurse | Autism Outreach Team (after an accepted referral) | Child and adolescent mental health service – CAMHS |
| Occupational Therapist | Family Support Workers | Traveller Services (For pupils of the travelling community) | Malachi |

Identifying and assessing pupils with SEND

Our aim is to identify SEND as early as possible so the necessary provision can be made for the individual pupil with maximum impact. Children with special educational needs are identified in several ways. These include:

Pre-school records:

Some children will have already been identified as needing extra help in their nursery setting. In these cases transition meetings will take place between the nursery, parents and St Gabriel's to ensure the child's needs are met.

Parental concern:

If, as a parent, you have concerns about any aspect of your child's development, you can contact the child's teacher to arrange a meeting to discuss these concerns.

Teacher assessments and professional judgements:

Teachers continually assess and monitor the children's progress. If they have any concerns about a child's development they must share these concerns with the parents. A meeting will take place to plan provision for the child.

SENDCo assessments:

If teachers have specific concerns about a child, we have numerous assessment procedures at St Gabriel's that enable us to track and monitor individual progress. These are as follows and would be carried out by the SENDCo: · PHaB (phonic assessment) · YARC (Reading assessment) · Vernon (Spelling assessment) · Sandwell Numeracy Assessment · BPVS- receptive language · Memory assessments .

These will give an indication that the child may have a specific difficulty in a particular area of learning.

In every year group, children are formally assessed and their results recorded.

Teaching approach

All children at St Gabriel's school will receive quality, differentiated learning opportunities which will ensure all learning needs are met. Teachers use differentiation during each lesson to match the levels of individual pupils. There may have extra adults in class during to support them. All classrooms have a visual timetables displayed to help with transition between lessons. Teachers know how to adapt and adjust their lessons to meet the needs of these learners. Support passports and plans are used to highlight specific needs and learning styles so teachers can make the necessary adjustments.

| Area | Strategies |
|-------------------------------------|--|
| Supportive curriculum | Visual timetables, pre-teaching of strategies concepts and vocab, use of ICT. |
| English | Differentiated curriculum, Nessler, Precision Teaching, Better Reading, Inference reading, Talking Partners, Paired reading. |
| Maths | Differentiated curriculum, visual and practical resources. |
| Speech, Language & Communication | Talking Partners, Language Development programs set by SALT, visual aids. |
| Physical | SEND Target Groups in Fit4School programmes. Further differentiation of physical activities (fine and gross motor). |
| Social, Emotional and Mental Health | Playground Leaders, Reward Systems, Family Support sessions. |

Involving parents and children

At St Gabriel's we involve parents immediately from identification through to identifying priorities. It is important that an early discussion takes place allowing information to be gathered by the class teacher, SENDCo, parents and, when suitable, the child.

These early discussions are structured in such a way that they 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 decided.

Suitable provision and support will be planned. Your child will have individual priorities or targets that will be monitored closely by their class teacher and these will be shared with you and your child. These priorities and targets will be continually reflected on and changed/developed when needed. Alongside these priorities will be strategies to follow and it is important that the strategies are followed both at home and school.

Parents will have regular opportunities to discuss their child's progress with their class teacher and/or SENCO. The children and their parents will play a leading role in reviewing the support plan: from identifying progress made to deciding on the next steps.

St Gabriel's school aims to work in partnership with parents. We have an open door policy and encourage you to make contact immediately if you have any worries or queries. In addition to our three parents evening, the class teacher and the SENDCo are available regularly to discuss your child's progress and any concerns you have.

SEND Pupil Engagement

All pupils are afforded equal rights of access to all areas of the curriculum via teacher planning, differentiation, support and relevant resources where necessary. A variety of teaching styles and teaching groups are adopted to suit the needs of the individual.

SEND pupils are involved in all aspects of school life. SEN pupils are taught alongside their non-SEN peers, exposing the same experiences but with the level of support they require. Intervention will be delivered as additional to quality Wave 1 teaching.

We have a number of lunchtime and after school clubs which cover a range of interests which include: school council, choir, orchestra, drama, football and athletics. Pupils with SEND are welcomed and included in these groups.

Pastoral Support

At St. Gabriel's we acknowledge that all individuals are unique and created in the image and likeness of God. We educate our pupils in a Catholic atmosphere which permeates all areas of the curriculum, so that the Gospel message is seen in everyday life.

With the example of Jesus being central to everything we do, we aim to develop a real Christian awareness of the wider community and society. We promote high standards of learning, behaviour and Christian care, helping all children to be the best that they can be.

As a voluntary aided Catholic school, we aim to nurture each child's relationship with God through prayer and liturgy. We have regular assemblies, masses and collective worship and all children have opportunities to lead and participate in prayers, readings and singing whatever their religion. Parents are most welcome to share in these celebrations.

All our staff are confident and skilled in supporting our children pastorally. Staff are supported with regular CPD in this area – including retreat days, staff meetings and sharing of appropriate resources. There are well established practises and procedures within school to help identify children who may need extra pastoral support.

As a school we are very aware that, often, SEND pupils need – and will benefit from – additional pastoral support. We recognise and understand that the pastoral needs of each SEND pupil will often be specific to each child – we tailor the support they need to each child and their individual needs. We ensure that the pastoral needs of SEND pupils are discussed at each Learning Review, Support Plan Review etc.

Social, Emotional and Mental Health Support

If a child, with SEND, has been identified as having Social, Emotional and Mental Health difficulties (please see page three) additional support can also be offered. In the first instance this support can be provided / co-ordinated by the class teacher and, if appropriate, identified on the child's Support Plan. If a child is identified as having more significant SEMH needs individualised support can be provided / accessed through the SENCO and / or Mrs Sarah McKay (Welfare Officer). This support is personalised to each child, but can include programmes such as H.O.P.E (Help Our Child Emotionally) Project. Where necessary, school can make referrals to outside agencies such as CAMHS (Child and Adult Mental Health Services).

Transition support

At St Gabriel's we understand that transitions can be difficult for a child with SEND and we work to make it as ensure it is as easy as possible.

When moving into Reception:

When children join from our St Gabriel's preschool they will be involved in a number of transition activities throughout the year. If a child is joining from another nursery they will receive a home visit/nursery visit from our Reception staff.

When moving into a new year group:

Your child will have a number of 'meet the teacher' sessions during the summer term. When necessary they will fill in a transition book, where they will be able to ask questions about their new classroom, new teacher and new year group. All information will be passed onto the new class teacher in advance during a transition meeting. New class teachers will be part of the review meeting at the end of the summer term, where the support plans will be reviewed and discussed ready for a new school year. Learning passports will be reviewed and amended.

When moving to a new school:

We will contact the new school to ensure they know about any special arrangements/support that need to be made for your child along with ensuring all relevant records are passed on as soon as possible.

When moving to secondary school:

During the Summer Term, the SENCO and Y6 teachers will meet SENCOs from the different Secondary Schools that our children will be attending in September. These meetings ensure that the Secondary School SENCO departments have a clear understanding of the needs of the children who will be joining them. A number of the Secondary Schools also run additional 'transfer / nurture' days for children on the SEND Register which we support.

Admission Arrangements

Our school acts in accordance with Staffordshire County Council policy on school admissions which is in compliance with the Children and Families Act 2014, the SEND regulations 2014 and the Equality Act 2010. We welcome all pupils and we strive to ensure that all reasonable adjustments are made to our premises and/or necessary equipment/resources are available so that their needs are fully provided for. This includes making adaptations to meet particular needs and enhance learning to ensure they are provided with the opportunities to meet their potential.

<http://www.st-gabriels.staffs.sch.uk/admin/ckfinder/userfiles/files/St%20Gabriel's%20Admissions%20Policy%2018%20-%202019.pdf>

Accessibility Plan

At St Gabriel's, we consider our environment to be generally accessible to all pupils. The main building is all on one, flat level allowing access to the school hall, offices, classrooms, staff room, community room, ICT suite and toilets. We have a disabled toilet situated in one of our outer buildings which can be accessed via a ramp. Currently, our year two classrooms have a small number of steps to access them along with a handrail on either side. We are vigilant about making reasonable adjustments, where possible and continually review the needs of children; making bespoke arrangements for access for individual children should the need arise. Our policy and practice adheres to The Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

<http://www.st-gabriels.staffs.sch.uk/admin/ckfinder/userfiles/files/Accessibility%20Plan%202018%20-%202019.pdf>

Medical Needs

Governors at St. Gabriel's School fully accept that children with medical conditions need to be, and will be, fully supported to ensure that they have full access to education - including school trips and P.E. We consult fully with health & social care professionals, parents and where appropriate the child to achieve this. Where required, an individual health care plan will be drawn up to outline the day to day care requirements for a child with medical needs.

<http://www.st-gabriels.staffs.sch.uk/admin/ckfinder/userfiles/files/Medical%20Conditions%20and%20Administrati on%20Of%20Medication%20Policy%202018.pdf>

Local Offer

The Local Offer is a Local Authority's publication of all the provision "they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans." (Section 4.1 SEND Code of Practice, January 2015)

Staffordshire's local offer provides information and services for children and young people aged 0-25 with special educational needs and disabilities (SEND) and their families.

The Local Offer website aims to help families by gathering the information that they need to know in order to make informed choices about the support they receive.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Evaluating effectiveness

SEN pupils' attainment and progress is tracked and monitored through termly assessments. Book trawls evaluate how effectively SEN children are accessing the curriculum.

When programmes are implemented with groups of SEND pupils, impact is measured by assessing pupils before and after the programme where appropriate. This ensures provision is effective and only used if it results in pupil progress.

Parents and pupils are free to voice any issues they may have regarding SEND provision which are then acted on accordingly.

Handling complaints

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to give advice on formal procedures for complaint.

Our complaints procedure follows the LA guidelines. Such is our partnership with the children and parents; we would hope that all concerns would be dealt with at the earliest opportunity.