

Pray, Learn, Achieve and Celebrate Together



SEND Provision/Local Offer

'Treat others just as you want to be treated.'
Luke 6:31

Written: Oct 2022 reviewed Oct 2023

Review Date: Oct 2024

St Gabriel's Catholic Primary School Serving the Community of

Higher Folds

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Miss Corkin: SENDCO Early Years

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SEND Information Report

Local Authorities must publish a Local Offer setting out the provision they expect to be available across education, health and social care for children and young people who have SEN or are disabled. Similarly, maintained schools, maintained nursery schools and academies must publish information on their websites about their policies for pupils with SEND, in an accessible, family friendly format. The purpose of the local offer is to not only improve choice and transparency for families but also to make provision more responsive to local need through the direct involvement of children, young people and their families. This Local offer has been completed using the Special Educational Needs and Disability Regulations 2014

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

1. What are the schools admission arrangements for pupils with SEN or disabilities?

Children with a Statement of Special Educational Needs or Education Health Care Plan that names a school will be offered place without using the admission criteria and will count as part of the school's published admission number.

2. How does the school know if children/young people need extra help?

At St Gabriel's we work hard to identify those children who need additional support for either their cognition and learning, communication and interaction, sensory or physical needs and social, mental and emotional health. This process of identification starts when your child enters our Pre-school setting and continues for the length of time they are with us.

We do this by:

- Liaison with nursery settings or previous schools
- Liaison with agencies involved, health visitors, medical teams, speech and language, school nurse, previous settings and any other specialist services
- Carefully tracking individual children throughout the year, which allows us to identify quickly children who are not progressing as we would expect
- Identifying on a termly basis children who are performing below age related expectations
- Listening to concerns raised by parents
- Daily assessment and teacher observations and concerns raised by them
- Use of the B Squared document to break learning down into smaller more manageable steps
- Gathering information about the child at home through detailed discussions with parents
- Use of Early Help documents and liaison with Startwell
- Dialogue between teacher, parents and SENDCO
- SENDCO observation of the child in class
- Involvement of Targeted Education Support Services, Education Psychologists, Speech and Language Therapist and Outreach.

When teachers or teaching assistants have concerns they:

- Should share these with the class teacher. The class teacher will then begin to speak to parents and begin to gather more detailed information

- Should seek advice from the school's SENDCO or Safeguarding Manager regarding interventions to be implemented
- Formulate action plans in conjunction with parents, teacher, child and SENDCO
- Seek advice from subject-specific coordinators
- Use the Early Years Inclusion Team to support staff and follow advice given
- Put specific interventions in place, either 1-1 or in a small group
- Request for specific referrals to be made to outside agencies i.e Speech and Language, Outreach, TESS learning, Tess BST, CAMHS, Startwell and Embrace
- Raise concerns at pupil review meetings when progress is monitored

3. What should I do if I think my child/young person may have special educational needs?

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us.

If you have any concerns regarding your child's progress or development and you feel they may have a special need then:

- Speak to the class teacher in the first instance to discuss concerns
- Speak to the Safeguarding Manager to talk through your concerns. They will then direct you to either the SENDCO or any agencies who may be able to help
- The SENDCO will also be available at parent's evenings for discussions

4. How will school staff support my child/young person?

St Gabriel's will support your child by:

SENDCO:

- SENDCO working with the class teacher to ensure staff are following the graduated approach
- SENDCO working with class teacher to advise and sign post resources and intervention programmes to use
- SENDCO monitoring the intervention in place and the impact through the school tracking systems and book reviews
- SENDCO reviewing progress with class teacher and pupils on a half termly basis
- SENDCO and Safeguarding Manager arranging referrals to outside agencies and completing any referral forms in conjunction with parents and keeping you informed of dates and outcomes

- SENDCO/class teachers discussing and reviewing interventions in place

Class Teacher:

- To identify areas of concern
- Speak to parents
- Set targets
- Plan next steps and interventions to be used to ensure expected progress is made in all areas of the curriculum
- Implement the plans
- Review progress made and share with you, at least on a termly basis; this may be more often and will depend on individual need
- To communicate with you until the formal referral stage to outside agencies begins then the SENDCO or Safeguarding Manager will take over the role

Teaching Assistants:

- They work under the direction of the class teacher
- Will follow programmes to be implemented
- Feedback success or concerns to class teacher and, in partnership, will amend provision when needed

Intervention Teachers/ Specialist Services:

- They work in collaboration with the class teacher and SENDCO and implement specific programmes as directed

Safeguarding Manager:

- Arrange for Boxall profiles to be carried out by the class teacher to identify areas of social and emotional development to be worked on
- Arrange programmes or groups for parents to access
- Sign-post or make referrals to other agencies who can support
- Facilitate the Early Help process.

How will this be communicated to me?

The frequency of how progress and support is communicated to you will vary depending on the specific need. It will be at least once a term by the class teacher but reviews of provision may happen on a half termly basis, especially if outside agencies are involved.

How are the Governors involved and what are their responsibilities?

- SENDCO reports to Governors every year to inform them about the progress of the SEND children in school; this report does not contain individual children and confidentiality is maintained
- The Governor responsible for SEND (Mr D Roach) meets with the SENDCO on a termly basis
- Governors agree priorities for spending within SEND budget with the overall aim that all children receive the support they need in order to make progress
- Governors to monitor progress of SEND children

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

At St Gabriel's we follow the National Curriculum which has age specific expectations. We are aware that some children may find these difficult to access, therefore, class teachers will:

- Use class data and daily assessments to identify learning needs
- Set specific learning objectives and success criteria for individual children and groups
- Make adaptations during class sessions
- Use teaching assistants to support where needed
- Use B square documents to identify gaps in children's learning and plan accordingly
- Take into consideration, when planning, a child's preferred learning style
- Develop and use a number of strategies to engage and motivate
- Use practical resources to model concepts and find different ways to record ideas
- In some cases, 1-1 provision may be needed and advice on interventions and adaptations to the curriculum will be gained from either: Educational Psychology Services, TESS support services, Speech and Language services, Occupational Health Services, Outreach Services
- Purchase resources to provide access to learning - hearing aids etc.
- Provide training for teaching and non-teaching staff

6. How will you and I know how my child/young person is doing and how will you help me to support my child's/young persons learning?

- We offer an open-door policy where you are welcome, any time, to make an appointment with the SENDCO to discuss how your child is progressing. We can also offer advice and practical ways in which you can help your child at home

- Teaching staff are available at the end of the school day to discuss concerns, and discuss progress of your child
- We operate a home-school link book or reading diary which your child will bring home regularly so that comments from parents and teachers can be shared and responded to, if needed. Class Dojo can also be used to communicate with teachers
- If your child is on an individual behaviour plan this will be reviewed, at least termly, but the frequency may alter depending on the specific need
- If your child has an EHC plan then a formal meeting with all agencies involved will be held, at least annually; these will discuss your child's progress towards their targets and reports will be written and sent to the Local Authority. Again, the frequency of the review will depend on the nature of the additional need
- Parents Evening is held twice a year
- End of year reports will outline progress, effort and attainment and set targets to be worked on

7. What support will there be for my child's/young person's overall SEMH and well-being?

At St Gabriel's the well-being of any child is paramount and the highest of priorities of all staff. Our whole school ethos is one where everybody is important and everybody is cared for. Children feel secure and trust staff, therefore, they talk happily with members of staff if they have any concerns or worries. The SENDCO focuses on children with medical, social, emotional and behavioural needs and/or have a medical disability or health care need

Cognition, Learning and Emotional Health Support:

- Immerse children in an environment which oozes love, care and positivity
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their care
- We use counselling services – Being U Counselling Services
- We commission Educational Psychology services to implement 1-1 work, using narrative therapy, social stories and other cognitive approaches
- We commission TESS Behaviour Support as and when needed and for specific children
- We use Outreach teams from Willow Grove and Rowan Tree
- We have a Speech and Language Therapist on the school team, 1 day a week, who will work with groups of children, screen children or work directly on 1:1 referrals
- We use specialist teachers from sensory teams
- We use specialist teachers and teaching assistants from the TESS team to work 1-1 with targeted children

- We use the EMAS team to support families with English as an additional language
- We use a Play Therapist who will work with children who may need support with social and emotional needs
- As a school, we are currently completing the Emotional Friendly School Award
- All staff have had Attachment Theory training through the National College
- We use a variety of different intervention programmes: Read Write Inc 1-1, Rapid Maths, Social Stories, Lego Therapy and Talk About (developing self-awareness and self-esteem and developing social skills)
- Training for staff in 7 Steps Approach to anti-bullying
- School provides intervention sessions before and after school
- Use of the Zones Of Regulation in all classes throughout school
- Have 'Health Care Plans' with detailed information which are prepared by school, in partnership with parents/carers, to ensure all staff are aware of any medical needs and what actions must be taken to ensure a child's well-being. This information is kept on an individual child's data collection form
- Administer medicines if prescribed by a doctor and a letter of authorisation is completed by the parent
- Provide medical care by staff at St. Gabriel's who hold a Paediatric First Aid certificate

Medical Needs:

If your child has specific medical needs, or medication needs to be delivered throughout the school day, then we:

- Adhere to the school's policy regarding the administration and managing of medicines on school site
- Work with medical teams and parents to develop care plans specific to the needs of your child - this includes asthma, allergies, ADHD medication, diabetes, stomas etc.
- Ask parents to contact class teachers and office staff if medication is recommended by Health Care professionals with exact details
- Nominate a staff member who will generally oversee the administration of any medicines and complete any relevant monitoring documents
- Have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations
- Ensure staff are trained to administer Epi pens for allergies
- Ensure staff are trained to deal with diabetes and tracheostomies
- Display photographs of children with allergies, in class and in the kitchen

Playtimes, Lunchtimes and Transition Times:

- Playtimes and lunchtimes are heavily staffed and they are staggered to reduce the number of children out at one time

- If the need arose, a TA would be allocated to support your child during these times as we recognise that these can be difficult times which challenge some children. This support is in the form of provision in the school library
- School will establish meet and greet times before school, after playtimes and lunchtimes to settle children and prepare for the following sessions
- The P.E Lead provides structured activities, support and interventions during lunchtimes
- School also provides Breakfast and After-school clubs

Behaviour and Attendance:

- School has a detailed behaviour policy which clearly outlines procedures to follow. School works very closely with multiple agencies to promote and develop positive behaviours within our community
- School develops Individual Behaviour Plans, which outline clear rewards and sanctions to be used and intervention programmes needed and these are reviewed regularly
- School has specific reward systems which focuses on rewarding positive behaviours
- Friday assemblies are used to award children for demonstrating the school's Core Values

See full behaviour policy on the following link:

[Behaviour-Policy-June-23.pdf \(saintgabrielsprimary.co.uk\)](#)

See the Accessibility policy on the following link:

[Accessibility Plan 2022-23.pdf \(saintgabrielsprimary.co.uk\)](#)

Attendance:

It is vitally important your child is in school to maximise their learning potential so:

- Attendance is very closely monitored on a daily basis by the Safeguarding Manager
- Referrals to attendance officers will be made if there are concerns about your child's attendance
- Safeguarding Manager will visit homes and collect children if punctuality and/or attendance becomes an issue
- Termly attendance records are sent home
- End of the year prizes are awarded for children who have over 96% attendance, with a more substantial award given for 100% attendance
- Holidays are not authorised in term times
- See full Attendance policy on the following link

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

At St Gabriel's we access a number of multi- agencies to support our children's learning, development and emotional well-being. We:

- Use counselling services from Being U counselling service
- Work with TESS Link Teacher to advise and support school's SENDCO and sign-post school to agencies who may be able to support
- TESS Link Teachers assess children's academic needs, social and emotional needs and establish support plans for school to put in place
- Commission Educational Psychology services to implement 1-1 work, using narrative therapy, social stories and other cognitive approaches
- Use Outreach teams from Hope and Rowan Tree Special schools. This work supports and trains class teacher and support staff
- Have a Speech and Language Therapist on the school team, 1 day per week
- Use specialist teachers from sensory teams to support and advise on school environment and help establish support plans
- Specialist teachers and teaching assistants from the TESS team to work 1-1 with targeted children
- EMAS team to support families with English as an additional language and other specific groups
- Staff trained to support children with hearing difficulties
- Staff trained in different ways to communicate like Boardmaker
- Staff trained in ELKLAN
- Startwell services relevant to child and family needs
- Social services
- Occupational Health
- School Nurse and Complex Needs Team
- Music services
- Play Therapist – buy in cost

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

At St Gabriel's we are committed to continuing CPD for our staff and we have staff trained in:

- Numeracy Recovery
- Numicon

- Talking Partners
- Sounds Write
- Read Write Inc and Read Write Inc 1-1 intervention
- R Time
- Nurture provision
- ASD from Outreach
- Speech and Language programmes
- COOL project for children with fine and gross motor issues
- SEND Code of practice
- Positive Handling trained
- Seven Steps to Anti-Bullying
- Lego Therapy
- Talking Mats
- Precision monitoring
- Dyscalculia
- Use of Zones of Regulation
- Improving vocabulary – delivered by Speech Therapist service
- 1 member of staff trained in Draw Therapy
- Attachment Theory
- Toe By Toe

10. How will my child/young person be included in activities outside the classroom, including school trips?

School will also access training opportunities when specific needs or disabilities are identified, we seek advice from experts in the field and gain support and training for staff.

At St Gabriel's we make every effort to include every child in school visits or outside classroom activities.

To do this we:

- Carefully risk assess the visits or activities and make amendments if needed and we make sure Health and Safety requirements are not compromised
- Risk assess the child's individual needs and plan the best way to support them in conjunction with parents
- Provide additional adult support or adapt equipment used
- Inform the places being visited of any additional needs and work with them to plan ways forward
- Invite parents to support with visits if all parties feel this would best aid the child

- P.E adaptations are made to equipment used and activities can be adapted to cater for individual needs
- Adapt all lessons
- Provide additional sessions, before or after school, for pre-teaching

11. How accessible is the school environment?

As a school we are happy to discuss individual access requirements and make reasonable adjustments to meet these needs. Where a child may present with a physical disability, an occupational therapist team will be sought for advice to improve movement and access.

St Gabriel's environment is accessible by:

- Having one building on a single floor
- All doorways wheelchair friendly
- 2 disabled friendly toilets
- Having showering facilities and changing facilities
- All EYFS toilets being accessible in the unit
- Having classrooms which open straight out onto the playground
- Having classrooms which are all carpeted
- Ensuring risk assessments are carried out by the LA, when requested, and further advice and support given

Families with English as an Additional Language

- As a school we work in partnership with the EMAS team (Ethnic Minority Achievement Service)
- We use parents/children in informal conversations to aid with translation
- We book translators for more formal meetings
- We use phone translation
- Our class APP, Dojo, enables messages to be translated for parents

12. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

At St Gabriel's we plan transition at each stage very carefully:

Transition to school from Pre-school:

- When starting school, parents are invited to initial meetings with the EYFS team and Safeguarding Manager
- EYFS team hold transition meetings with Pre-school staff to gather as much information as possible
- Liaison with nursery settings and other external agencies
- Transition afternoons

- Staff supporting in dining hall at lunchtime

Transition at other points:

- All information is transferred to the next class teacher before pupils move up in September
- Class teachers have time allocated to hold transition meetings with receiving staff; parents may be invited to these
- Transition meetings with SENDCO, Safeguarding Manager and parents will be held when required
- Transition into other classes occurs in the last weeks of the school year when children meet their new class teachers
- We work with outreach and other agencies to support parents, children and staff with transition for some children with specific needs
- We use social stories to support children through transition as we recognise this could be difficult for some children
- Transition booklets created for some children including photographs of new staff and classroom layout are made if needed

Transition to High School

- SENDCO will meet with high school SENDCO and share relevant information. If there is a review meeting for an EHCP the high school will be invited
- Transition to high school is carefully planned in conjunction with child, parents and schools
- Links with high schools allow pupils to visit the settings and experience taster sessions in preparation for transition
- Safeguarding Manager has excellent links with all feeder schools
- Dialogue with receiving high school starts early
- Additional sessions are planned for children who may need extra support
- Parents have the opportunity to meet with people from high schools
- EP, Counsellor, Speech Therapy or TESS work on transition for some children

13. How are the school's resources allocated and matched to children's/young people's special educational needs?

- Children with EHC plans have plans which are set to meet their individual needs. Funding is allocated in line with those plans
- Intervention teachers and teaching assistants are funded from SEN budget to deliver specific programmes, either on a 1-1 basis or in a small group
- Funding is allocated on a need's basis
- External assessments from TESS and EP are used to match funding and intervention to need
- If additional resources are recommended by outside agencies, these may be purchased to benefit the child's learning

14. How is the decision made about what type and how much support my child/young person will receive?

- Detailed tracking enables children to be identified whose progress is not as expected, and/or attainment is below age-related expectations
- Class work and children's attitudes to learning are monitored
- Discussions with parents inform the decision-making process
- The class teacher, alongside assessment lead and SENDCO, discuss the child's needs and progress, and what support would be appropriate
- Formal assessment and advice from outside agencies are gained
- Recommendations from formal assessments are actioned
- The Local Authority decides on the amount of funding for EHC applications
- All agencies, including parents, can decide how this is best used

15. How are parents involved in the school? How can I be involved?

- Daily contact with class teacher after school
- Attending parents' evenings
- Half termly reviews of action plans if applicable
- Meetings with outside agencies
- Consultations with specialist services, EP, Speech and Language, TESS teams
- Daily contact with Deputy Head and Head teacher when needed
- Completing homework and communicating through reading diaries or Dojo

16. How are young children involved during any SEND provision/meetings?

At St Gabriel's we always try to include the children in decision making, especially if they have an EHCP


We do this by:

- Using Talking Mats to gather views
- Pupil voice
- Inviting children to attend review meetings
- Completing review paperwork with the child, ensuring their views are expressed

17. What provision is there within the Local Authority for my child?



The Wigan Local Offer has an excellent support page for parents; find the link on the first page of this report or follow the link below to go directly to the parents page

[I'm a Parent \(wigan.gov.uk\)](http://wigan.gov.uk)



I'm a Parent

Things to do

Family Directory	LINC2	Community Book 
Directory of activities for children and young people with SEND	Things to do for young people across Wigan borough	Look up local activities and events in the community, community groups and support services
Help to access activities	Max Card Discounts 	
Support to access activities and facilities, including funding for SEND activities, support groups and video tours	Apply for a Max Card to get discounted admission to venues across the UK for children with additional needs	

17. What do I do if I have a complaint regarding SEN provision?

If parents have a complaint regarding their child and the SEND provision they receive, then please speak to the class teacher right away.

18. Who can I contact for further information?

- The first point of contact would be your child's class teacher

- After that, contact the school's SENDCO, Miss Z Hughes, or our Safeguarding Manager, Mrs Ashurst, to discuss any concerns you may have regarding your child's progress, behaviour or attitudes in school
- Alternatively, speak to the school office on: 01942 769712 who will direct you to the relevant member of staff

