



# St Gabriel's CE Primary School

## Special Educational Needs & Disability

### SEN Information Report

(Locally called the School Offer)

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## School Offer for SEND- Parent/Carer Questions

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## Answers to Your SEND Questions

### 1. Who are the best people to talk to at St Gabriel's CE Primary School about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher about your concerns
- Talk to the school Special Educational Needs Coordinator (SENCo)
- If you continue to have concerns, arrange to discuss these with the Deputy or Headteacher

### 2. How will the school let me know if they have any concerns about my child's learning, special educational need or disability?

- Your child's class teacher may speak to you at the beginning or the end of a normal school day and arrange a further time to discuss any concerns
- The class teacher may talk to you about any issues at a parent/teacher consultation meeting
- The SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering

### 3. How will the school consider my views and those of my child with regard to their difficulties with learning, special educational need or disability?

- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and other professionals working with your child
- If your child has an identified special educational need you will be invited to a termly meeting with the class teacher and SENCo to discuss current progress, support strategies being used and expected outcomes
- If your child has a *Statement* of special educational need or an *Education, Health and Care Plan* (EHCP) you and your child will be able to share your views at the Annual Review

**4. How does St Gabriel's CE Primary School ensure the teaching staff are appropriately trained to support my child's special educational needs or disability?**

- At St Gabriel's CE Primary School we believe that your child's learning needs will first be met through the high quality teaching delivered by their class teacher
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs
- The school is able to access training programmes from different organisations including the Tri-borough Training and Outreach Team

**5. How will the curriculum and the school environment be matched to my child's needs?**

- At St Gabriel's CE Primary School we believe that your child's learning needs will first be met through the high quality teaching delivered by their class teacher
- We carefully plan our curriculum to match the age, ability and needs of all children
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs or disability
- It may be appropriate to use different strategies or resources and adapt outcomes to meet your child's learning needs
- Additional specialist advice is sought when appropriate. When necessary, accessibility aids and technology may be used to support your child's learning
- St Gabriel's CE Primary School regularly reviews its Accessibility Plan to ensure that all children can access the curriculum and the school site as much as possible

## 6. What types of support may be suitable and available for my child?

Our education provision will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014:

**Communication and interaction**

**Cognition and Learning**

**Social, emotional and mental health**

**Sensory and/or physical needs**

At St Gabriel's CE Primary School we have a 3 tiered approach to supporting a child's learning:

- **Universal** – this is the high quality teaching your child will receive from their class teacher and may include some very minor adaptations to match learning needs
- **Targeted** – based on your child's progress, a short term intervention may be offered by:
  - **assessing** your child's needs
  - **planning** the most effective and appropriate intervention
  - **providing** this intervention
  - **reviewing** the impact on your child's progress towards individual learning outcomes.

Specific, targeted, one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes

- **Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils, access to these specialists may be through a *Statement of SEN* or an *EHCP (Education, Health and Care Plan)*

The current interventions provided at St Gabriel's CE Primary School can be found on page 10.

## 7. How will you support my child to reach their learning goals?

- Your child receives appropriate teaching and support, identified by the class teacher and other staff working with your child, to reach these goals. The learning plan, strategies and progress are reviewed termly
- External agencies and specialists may also review your child's progress and adapt their planning accordingly

## 8. What is an EHC Plan and who can request one for my child?

An *Education, Health and Care Plan* identifies need and provides support to children (from birth to 25yrs old) who have special educational needs. It aims to improve outcomes for your child in their learning, co-ordinate what is provided by education, health and social care, and prepare your child for adulthood.

An EHC Plan will contain:

- the views and aspirations of you and your child
- a full description of their special educational needs and any health and social care needs
- established outcomes for your child's progress
- any additional input required to meet those outcomes, including how all professionals can work together to meet your child's needs

You, your child (where appropriate) and/or the school (usually the SENCo, Deputy or Headteacher) can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

## 9. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. Additionally, we may be able to offer you individual training in specific support strategies relevant to your child
- The SENCo may also support you with strategies, resources and ideas for supporting your child's learning at home
- You may have an opportunity to meet with other professionals involved in supporting your child

**10. How is support allocated to children and how do they move between the different levels of support in school?**

- St Gabriel's CE Primary School receives funding from the Education Funding Agency and/or the local authority. These funds include money to support the learning of children with SEND
- The Headteacher, in consultation with the School Governing Body, decides the budget for SEND provision on the basis of the needs of the children in the school
- The Headteacher, Deputy Headteacher and SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include extra interventions, staff training and equipment needs
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require learning support

**11. How will the school know that the support has made a difference to my child's learning and how will my child and I be included in this review process?**

- Your child's learning will be assessed by their teacher every half term
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what changes are necessary. It may be decided that a further period of support would be beneficial for your child
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support

**12. What support will there be for my child's happiness and wellbeing at St Gabriel's CE Primary School?**

- At St Gabriel's CE Primary School we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously
- All staff are concerned with the happiness and wellbeing of your child
- Please contact your child's class teacher if you have any concerns

**13. How is my child included in all the same activities as their peers at school?**

- St Gabriel's CE Primary School is an inclusive school and committed to providing equal opportunities for all children
- School clubs, educational visits and residential trips are available to all children
- When necessary the school will make reasonable adjustments to ensure that children with SEND are included in all activities
- Please contact your child's class teacher if you have any concerns

**14. How will St Gabriel's CE Primary School support my child in transition stages?**

- When transferring from nursery or from another primary school, we contact their teacher to identify how best to support your child in school
- When your child moves from one year level to the next, staff are made aware of individual pupil's needs, learning progress and best support strategies
- Children are encouraged to prepare for secondary school from the start of Year 6
- If your child has a *Statement of SEN* or an *EHC Plan*, we will participate and/or facilitate its review before your child moves between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews

**15. Who can I contact if I have a complaint about the SEND provision made for my child?**

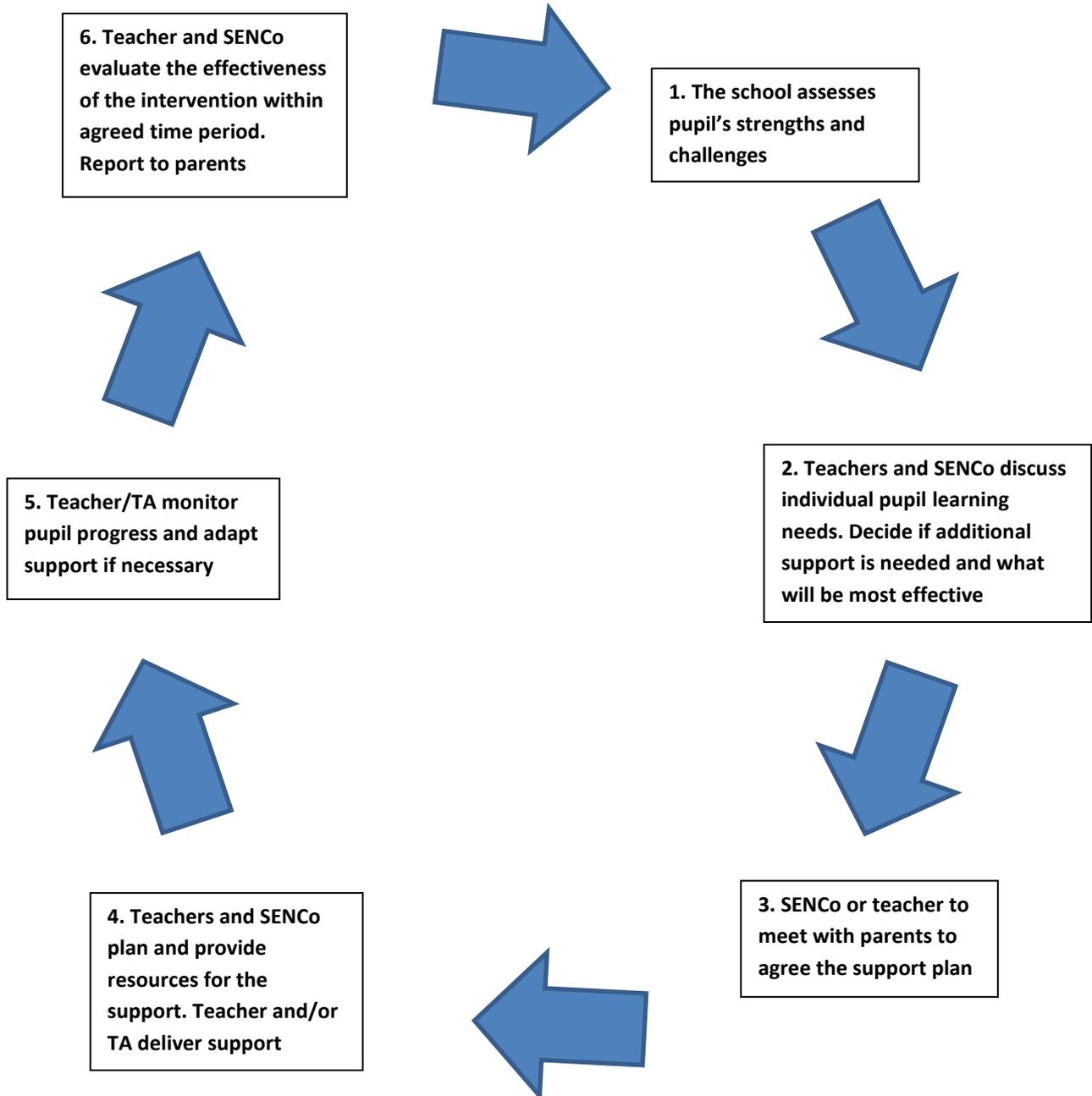
- Initially speak with your child's teacher and/or the SENCo. Hopefully they will be able to address your concerns
- You can then contact the Headteacher, who may direct you to the school's Complaints Policy and procedure which can be found on the school's website

**16. If I have any other questions about my child at St Gabriel's CE Primary School, who can I ask?**

At St Gabriel's CE Primary School we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

- The class teacher
- The SENCo
- The Deputy and/or Headteacher

## Guide to School Provision Map



## Provision Map by SEN Category

Area of Need	All pupils, where appropriate	Catch Up	SEN
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>-Differentiated curriculum planning, delivery and outcome</li> <li>-Increased visual aids, modelling, symbols</li> <li>-Visual timetables</li> <li>-Structured school and class routines (eg. whole body listening)</li> <li>-Penpals handwriting scheme</li> </ul>	<ul style="list-style-type: none"> <li>-In class support from TA for speech and language</li> <li>-Social and communication skills group</li> <li>-Targeted groups with Pupil/Parent Support Worker</li> <li>-Specialist teacher support</li> </ul>	<ul style="list-style-type: none"> <li>-Speech and Language support from SALT followed up in school through programmes and targets</li> <li>-Input from Autism Outreach Service</li> <li>-Support for alternative forms of communication – eg. Makaton</li> <li>Visual schedules</li> </ul>
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>-Differentiated curriculum planning, activities, delivery and outcome</li> <li>-Visual timetables</li> <li>-Illustrated dictionaries</li> <li>-Use of writing frames</li> <li>-Access to ICT</li> <li>-In class support from TA</li> <li>-Focused group work with CT</li> <li>-Use of visual aids/modelling – task board</li> </ul>	<ul style="list-style-type: none"> <li>-Phonics programme</li> <li>-Phonic booster groups</li> <li>-In class support from TA</li> <li>-Individual reading , spelling with TA/CT or reading volunteer</li> <li>-Individual ICT programme-word/number shark</li> <li>-Specialist teacher- writing, maths booster</li> <li>-Rapid Reading</li> </ul>	<ul style="list-style-type: none"> <li>-Reading support with an adult</li> <li>-Additional phonics-‘5 Minute Box’</li> <li>-Number Box</li> <li>-Specialist Teacher support</li> <li>-Input from outside agencies-</li> <li>-Educational Psychology, SALT + Outreach Service-ASD, hearing, vision, OT, physio</li> <li>-Personal Education Plan (PEP)</li> <li>-Additional individual reading</li> </ul>
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>-Whole school behaviour policy</li> <li>-Whole school/class rules</li> <li>-Class reward and sanctions system</li> <li>-Golden time</li> <li>-PSHCE/Circle Time/PE</li> <li>-House points</li> <li>-Competitions and challenges</li> </ul>	<ul style="list-style-type: none"> <li>-Small group circle time</li> <li>-Support for unstructured activities</li> <li>-Pupil/Parent Support Worker focused groups</li> </ul>	<ul style="list-style-type: none"> <li>-Pupil/Parent Support Worker</li> <li>-Individual Target/Reward System</li> <li>-Support from EP</li> </ul>
<b>Sensory and/or Physical</b>	<ul style="list-style-type: none"> <li>-Flexible teaching arrangements</li> <li>-Staff aware of implications of impairment</li> <li>-Use of pencil grip</li> <li>-Modified worksheets</li> <li>-Movement support</li> </ul>	<ul style="list-style-type: none"> <li>-Additional keyboard skills</li> <li>-Additional handwriting practice</li> <li>-Access to equipment eg. sloping boards, pencil grips</li> <li>-Sensory Box</li> </ul>	<ul style="list-style-type: none"> <li>-Motor skills programme</li> <li>-Individual support in class and PE</li> <li>-Fine and gross motor skills</li> <li>-Access to ICT/laptop</li> </ul>