

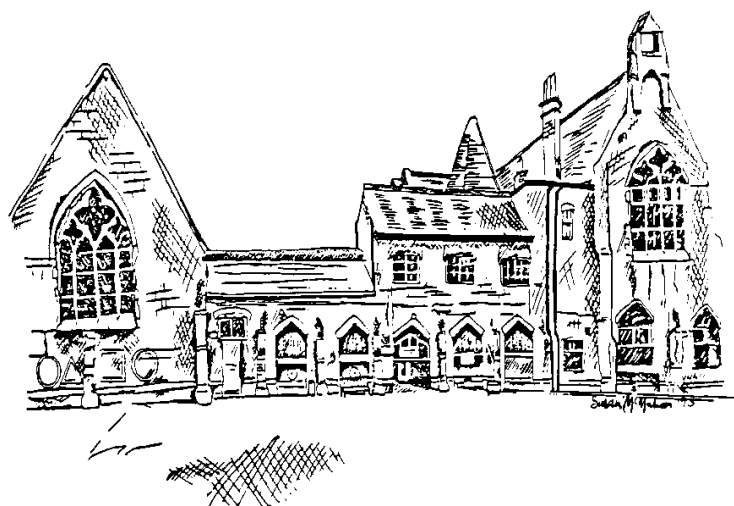


St Gabriel's C of E Primary School

Excellence with compassion

SEND Information Report 2023

Committee Name:	Standards and Achievements Committee
Date of Approval:	October 2023
Validity Date:	2023-2024



This policy is updated annually and further information can be found in our Inclusion Policy, Safeguarding & Child Protection Policy and Behaviour & Anti-bullying Policy.

SEND information report (school offer)- 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 disabilities?

- **Your child's teacher is the first person to contact.** They are regularly available to discuss your child's progress or any concerns you may have and will be able to give you advice for supporting your child's learning. You can contact them by making an appointment via the school office on 020 7186 0080 office@stgabrielsprimary.co.uk
- The Special Educational Needs Co-ordinator (SENCo), Sonia Bell, senco@stgabrielsprimary.co.uk, is available to meet with you and your child's teacher if further support and advice is required. They will liaise with any multi- agencies that are involved, talk you through any reports and discuss the best possible way to support your child.

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

- 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 with you and your child's teacher 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 disabilities?

- 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 SENDco to discuss current progress, support strategies being used and expected outcomes.
- You will be invited to add your views and those of your child's to your child's Support Plan if they are identified as being on the SEND register which will be reviewed and updated throughout the year.
- If your child has an *Education, Health and Care Plan* (EHCP) you and your child will also be able to share your views and contribute at their 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 disabilities?

- At St Gabriel's CE Primary School we believe that your child's learning needs will first be met through 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 Bi-borough Training and Outreach Team which is widely available to all teaching staff.
- We work closely with Speech and Language Therapy who provide both individual, specialised training for adults working directly with children on specific speech and language outcomes as well as providing universal training for all staff to participate in.
- SENCo and subject leads work closely with Teaching Assistants and Learning Support Assistants to support and provide opportunities for further CPD.

5. How will the school adapt the curriculum and the school environment to meet my child's needs?

- At St Gabriel's CE Primary School, our aim is for all pupils to be included in all areas of the curriculum, the school grounds and school activities. Through our inclusive approach, we believe that your child's learning needs will first be met through High quality teaching delivered by their class teacher.
- We adapt and scaffold lesson planning and teaching to match your child's special educational needs or disabilities.
- It may be appropriate to use different strategies, methods 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 (please see separate 'equality and accessibility action plan') to ensure that all children can access the curriculum and the school site as much as possible. The Equality and Accessibility Plan has been drawn up based upon information supplied by the Local Authority, the LDBS and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.
- School has a ramp leading into the main site and school can open the playground gates wider to accommodate wheelchairs. The main site can be accessed by wheelchairs with doors that can extend further and ramps to some classrooms as well as a disabled toilet if required.
- All learners should have the same opportunities and access to extra-curricular activities. We provide a before school fitness club and breakfast club as well as a range of after school clubs such as dance, homework support, art, book club, football, girls sport and choir which are run either by school based staff or outside agencies and charities.
- Risk assessments are undertaken before extra-curricular activities such as trips and school work closely to families to ensure trips are inclusive to all children
- In the event of closures such as those related to the Covid pandemic, school can ensure home learning can take place by supporting families through loaning devices and providing access to a range of home learning.

- We recognise that unstructured times of the day such as play-times can be difficult for some children and have ensured there are designated quiet and friendship areas where children can join in drawing and colouring activities, write prayers or talk with peers.
- School have a small sensory and wellbeing space to allow small group and individual activities to take place, focusing specifically on children's wellbeing and sensory needs. This resource is accessible to all children across school as appropriate.

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

The SEN Code of Practice (2015) states:

Paragraph 6.27

*'These **four broad areas** give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time... A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software'.*

At St Gabriel's CE Primary School, all support offered to our children and particularly our SEND children is reviewed regularly and follows a four-part cycle known as the **graduated approach**:

'Assess, Plan, Do, Review':



Assess: Teaching and learning is continually assessed to ensure all children's needs are being met and adjusted accordingly. Time is spent identifying gaps in learning and any barriers to learning. When a special educational need has been identified this process is adjusted to meet the needs of the child more closely. This may include specialist support over time.

Plan: High quality teaching is the first response to children who have or may have SEND needs.

- Children will receive **High quality teaching** from their class teacher which includes a broad range of teaching strategies, deep subject knowledge and a good understanding of your child's needs.
- All teaching and learning is adapted at the appropriate level, which allows children to make progress from their starting points.

- Teachers will work alongside the SENCo and/or specialist member of teaching staff and subject lead to provide targeted provision where appropriate.
- This may include individual or small group intervention that happens in addition to high quality teaching.
- The most effective and appropriate intervention is identified in consultation with parents and child so they are actively involved throughout the process.

Do: Teachers work closely with support staff and other specialist staff to carry out high quality teaching and where appropriate, provide targeted provision for a specified amount of time.

Review: The impact on your child's progress towards individual learning outcomes is informally and formally monitored and assessed. There is a growing understanding of what approaches work best for individual children as they progress through this four stage cycle and as it is repeated. School and parents liaise to discuss outcomes and decide next steps. It may be necessary to seek specialist advice which may lead to regular support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child and gain further information. Using these services may requires a referral process.

How do we involve other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families?

All referrals have to be discussed and agreed with the SENCo. You may also wish to discuss health concerns with your GP.

- School work closely with a broad range of outside agencies at different stages of the assess, plan, do, review cycle to ensure that we our meeting your child's SEN and supporting families.
- We may involve other bodies to gain further knowledge and understanding about your child's individual needs in order to better meet their needs. This might also inform a subsequent intervention that school based staff carry out with guidance. Sometimes, outside agencies are able to work directly with children, for example, a Speech and Language Therapist may be able to provide specialised support to an individual and this might be carried out as a short intervention at school over a set amount of time.
- We work closely with educational psychology who support school and young people with whole school training support and also individual needs, which includes working together with families.
- Similarly, we are able to request support from the Bi-Borough Autism Outreach Team who visit school to work with individuals.
- The Anna Freud Centre and MIND work directly with school to support mental health and wellbeing. They work with us onsite on a regular basis which is outlined further in question 12.

Many of these services are secured through a referral process that the school facilitates in close consultation with the family.

Examples of multi-agencies supporting school:
Educational psychology (EP)

Speech and language therapy (SaLT)
Occupational therapy (OT)
Bi-Borough Autism Outreach Team (ASD team)
Child development services (CDS)
Children and Adolescent Mental Health (CAHMs)
The Anna Freud Centre
Early Help
School nurse
Drama and Art Therapy

Further details about the range of provision can be viewed in our provision map below.

For a very small number of pupils, access to these specialists may be through an EHCP (*Education, Health and Care Plan*) which is explained on the next page.

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

- Your child receives appropriate high quality 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.
- Part of the support for your children may include taking part in interventions which would be run by either a teacher, a teaching assistant trained in the intervention or in some cases an outside professional. Interventions are run for a set amount of time and reviewed carefully to reflect upon where the intervention is having a positive impact.
- Children with SEND will all receive an individual Support Plan which outlines their individual needs and is reviewed termly alongside parents and carers. The Support Plan allows all adults working with the child to easily see which strategies help your child to achieve and learn best.
- Multi- 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?

- If your child presents with more complex needs and requires a high level of ongoing specialist support in school to be able to meet their needs then they may be eligible for an Education and Health Care Plan.
- This is when parents and carers, multi- agencies involved with your child, your child's teacher and the SENCo will meet to discuss whether the school will undertake the statutory assessment process for an Education, Health and Care Plan (EHC) plan.
- School will then work closely with families and multi- agencies to make a request to the local authority for a needs assessment.
- As a parent/carer you can make a request to the local authority for a needs assessment for an EHC plan at any time. If such a request is made, the local authority has a statutory duty to consult the school.

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

An EHC Plan will contain:

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

Further information on the EHC process can be found on the Local Offer website:

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=3>

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

- Suggested strategies or activities for you to try at home to support your child's learning will be shared by school and any multi-agency professionals involved.
- Parent/carer workshops in school to help you understand the strategies used in school, such as phonics workshops.
- Additionally, we may be able to offer you individual training relevant to your child needs.
- The SENCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You will have opportunities to speak to other professionals involved in supporting your child such as speech and language therapy and occupational therapy helplines.
- There is a vast range of parent workshops provided by the Local Offer you are also able to access.
- Parents and carers with children with an EHCP will also have the opportunity to discuss their child's strengths and needs with multi-agencies and access to a case officer from the local authority.

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 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, Assistant Heads 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 resource needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional 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 progress will be reflected upon regularly by their class teacher, through daily lessons and formal termly assessments.
- Pupil Progress Reviews are held every half term to review impact and decide next steps.
- 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 or an alternative intervention or range of strategies may be more appropriate.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support as we believe that working together and maintaining a child centred approach is key to ensuring your child's needs are fully met.

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.
- We have a designated Mental Health Lead, Miss Wilson, who supports school with developing our whole school approach to supporting mental health and wellbeing.
- We have a pastoral TA to be able to offer a pastoral role to our children and work closely with families and wider community.
- We continue to work alongside the charity MIND to focus on whole school mental health and wellbeing as well as individual support for children and their families.
- We also work closely with a family therapist from the Anna Freud Centre who visits our school regularly and is able to work with families and offer further support.
- We have a small sensory and wellbeing room which is accessible to all of our children as appropriate.
- Please contact your child's class teacher if you have any concerns or alternatively you can contact the school's SENCo, Assistant Heads or Head Teacher.
- Alternatively, you may want to look at the local offer emotional wellbeing section:
<https://fisd.westminster.gov.uk/kb5/westminster/fis/advice.page?id=hxdDfwbzcmS>

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 through planned handovers including sharing any outside agency reports and resources that support your child.
- Children are encouraged to prepare for secondary school from the start of Year 6.
- If your child has 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.
- If your child has SEND or an EHC, meetings with Secondary SENCo and school based staff such as SENCo and class teachers can be set up to support the transition process to ensure it is as smooth as possible.
- Transition workshops are offered for Year 6 children moving to Secondary.
- A social story, information book or video can be sent home to help with their understanding of change.
- Any equipment will be available in the new classroom e.g. slope board for writing.
- It may be necessary or helpful for your child to have additional visits to the new classroom or additional time with the new class teacher or teaching assistant to aid their transition.

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. Where can I go if I require further support and advice?**The Local Offer**

The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for families in understanding the range of services and provision in the local area.

Parent Zone- Local Offer Westminster

<https://fisd.westminster.gov.uk/kb5/westminster/fis/advice.page?id=zOJMuxRNizM>

Local Offer Home Page

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

Provision Map by SEN Category

Area of Need	Universal-All pupils as appropriate	Targeted provision/catch up	SEND support
Communication and Interaction	-Differentiated curriculum planning, delivery and outcome -Classroom environment reflects children's needs, e.g Increased visual aids, modelling, symbols, Visual timetables, uncluttered learning environment, sentence stems, -Structured school and class routines (eg. whole body listening) -Handwriting Policy followed -Universal training for school staff from Speech and Language Therapists -Talk partners -repetition of learning and links made with new learning -Access to ICT to help reduce barriers to learning -Blanks level questioning -Additional thinking time	-In class support from TA for speech and language as advised by Speech and Language Therapist -Social and communication skills group -Targeted groups with Pupil/Parent -Specialist teacher support -pre-teaching of key concepts/vocabulary -sensory room access	-Speech and Language support from SALT followed up in school through programmes and targets -Input from Autism Outreach Service -Support for alternative forms of communication – eg. Makaton Visual schedules e.g Now and Next board -OT support such as support with emotional regulation, using visuals to communicate -Sensory room access
Cognition and Learning	-High expectation of children and appropriate challenge for all -Differentiated curriculum planning, activities, delivery and outcome -Visual timetables -Clear feedback and next steps communicated -Learning walls/displays to support key learning -Illustrated dictionaries -Use of writing frames or other examples of scaffolding -Access to ICT	-Phonics programme -Phonic booster groups -In class support from TA -Individual reading , spelling with TA/CT or reading volunteer -Individual ICT programme-word/number shark -Specialist teacher- writing, maths booster -precision teaching-Literacy and maths -Rapid Reading -colour overlays -Word wasp	-Reading support with an adult -Additional phonics-'5 Minute Box' -Number Box -Specialist Teacher support -precision teaching -Input from outside agencies- -Educational Psychology, SALT + Outreach Service-ASD, hearing, vision, OT, physio -support plans for individual children -support from EP

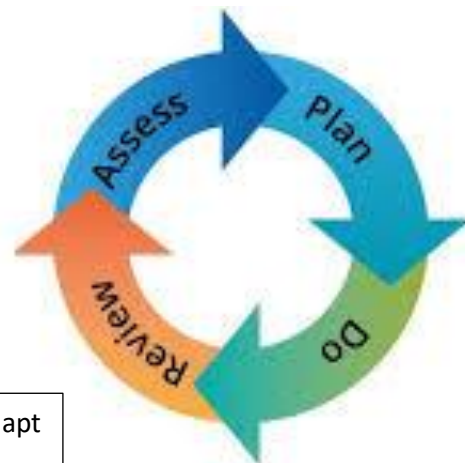
	-In class support from TA -Focused group work with CT -Use of visual aids/modelling – task board -Multi-sensory learning -Additional thinking time -repetition of learning and links made with new learning -Variety of teaching styles and approaches -Assessment for learning embedded within each lesson -Learning broken into chunks		
Social, Emotional and Mental Health	-Whole school behaviour policy -Whole school/class rules -Celebrations through collective worship and class worship -Class reward and sanctions system -Golden time (KS1) -PSHE/Circle Time/PE -House points -Competitions and challenges -MIND workshops -Emotional regulation visuals -Vocabulary and images to support emotional literacy	-Small group circle time -Support for unstructured activities -Pupil/Parent focused groups -Nurture groups -MIND workshops -Parent support through MIND -Art and drama therapies -Dream arts support	-Pupil/Parent Support Worker -Individual Target/Reward System -Support from EP -Support from MIND -Support from art therapist -Support from drama therapist -Support from Family Therapist e.g The Anna Freud Centre -CAHMs support -Working with social workers -Dream Arts support (creative therapies for individual children and/or family therapy) -Lego therapy -sensory room access -Nurture groups

Sensory and/or Physical	-Flexible teaching arrangements -Staff aware of implications of impairment -Use of pencil grip -Modified worksheets -Movement support -fidget toys -sensory room	-Additional keyboard skills -Additional handwriting practice -Access to equipment eg. sloping boards, pencil grips -Sensory Box -Sensory room access -slanted boards -Sensory cushions -weighted lap blankets as directed by specialists -sensory ball -lights -fidget toys -Thera bands for self-regulation	-Support from OT -Support from Autism Outreach Team -Motor skills programme -Individual support in class and PE -Fine and gross motor skills activities -Access to ICT/laptop/tablets -Sensory room access
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Guide to School Provision Map

The school assesses pupil's strengths and difficulties regularly informally and formally which informs subsequent planning. Parents and child involved in review process.

Teachers and SENDco discuss individual pupil learning needs. Teachers ensure high quality teaching is the first response to meeting the needs of all children including those with SEND. Further targeted provision is discussed in consultation with parents and child.



Teacher/TA monitor pupil progress and adapt support if necessary with support from SENDco and other professionals as appropriate.

Teachers, teaching assistants and in some cases specialist teaching staff and/or professionals deliver support over a set amount of time.