



## ST. GABRIELS CE PRIMARY SCHOOL: OUR LOCAL OFFER FOR CHILDREN AND YOUNG PEOPLE WITH SEND

### How we identify individual special educational learning needs

- ❖ When pupils have identified SEND before they join St Gabriel's CE Primary, we work very closely with the people who already know them and use the information already available to identify what their SEN will be in our school setting.
- ❖ If you tell us you think your child has a SEND we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services such as Educational Psychology – we always share with you our findings and the next steps we need to take.
- ❖ If teachers feel that your child has a SEND this may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions for example. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty. (what is happening and why). If school become concerned about your child you will be contacted immediately by their class teacher or the school's SENDCO.

### How we involve pupil and their parents/carers in identifying SEND and planning to meet them

- ❖ We are child and family centred so you can expect "no decision about me without me"
- ❖ When we assess SEND we will discuss with you if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress
- ❖ Where appropriate we will write and review PPPs with pupils and parents/carers, a copy will always be available for you
- ❖ We use homework to repeat and practice activities that are new and presenting a challenge to a pupil. If you have any concerns about homework please see your child's class teacher

### How we adapt the curriculum so that we meet SEND

- ❖ All our staff are trained to make materials and 'work' easier or more challenging so that every child is able to learn at their level
- ❖ We use additional schemes/materials so that we have something at the right level for pupils with SEND.
- ❖ We have our very own Therapeutic Inclusion Teacher who carries out sessions on 3 afternoons a week.
- ❖ St Gabriel's CE has an Education Welfare Officer who works closely with staff, pupils and families in raising attendance and punctuality,
- ❖ We liaise with the School's Health Team regularly.



## **ST. GABRIELS CE PRIMARY SCHOOL: OUR LOCAL OFFER FOR CHILDREN AND YOUNG PEOPLE WITH SEND**

### **How we modify teaching approaches**

- ❖ All our staff are trained in the a variety of approaches which means we are able to adapt to a range of SEND:- specific learning difficulties (including dyslexia); Autistic Spectrum Condition; speech, language and communication needs; and behavioural, social and emotional difficulties
- ❖ We use a number of approaches to teaching tailored for all pupils
- ❖ We are a very inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils' needs.

### **How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)**

- ❖ We use P scales and PIVATS to assess progress that is in smaller steps and at a slower pace than the usual national curriculum
- ❖ We regularly use staff meetings to get all teachers to assess an anonymous piece of work to check our judgements are correct (moderating)
- ❖ We use nationally agreed guidelines on progress to check that this is good enough
- ❖ We check how well a pupil understands and makes progress in each lesson
- ❖ Our senior leadership team check the progress of pupils every term and we discuss what we are doing to make sure pupils make good progress (is there anything else we can do?)
- ❖ For pupils with SEND teachers discuss progress with parents every term or more often if we believe this will help. PPPs are updated on a termly basis or more regularly if required.

### **What equipment or resources we use to give extra support**

- ❖ We use workstations; picture timetables; support for communication; countdown timers for pupils who need it
- ❖ We seek advice and equipment from outside agencies as and when the need arises
- ❖ We will soon use iPad Apps for pupils with communication difficulties
- ❖ We use a range of software to help pupils engage with subjects they find difficult; practice basic skills; become independent learners



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### **What extra support we bring in to help us meet SEND:- services; expertise**

#### **How we work together collaboratively**

- ❖ We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism)
- ❖ We get support from local authority services.
- ❖ We get support from speech and language therapy (SaLT) to advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy
- ❖ We get support from occupational therapy for pupils who need assessment for special seating
- ❖ Together we review the pupil's progress; agree what everyone will do to make teaching more effective learning easier and our target for the pupil's achievement; how we will work together; what we will each do; at an agreed date will review how well the pupil is doing and if we are making difference, and what we need to do next. We include the pupil and the parent in these discussions

### **What other activities are available for pupils with SEND in addition to the curriculum**

- ❖ We have a number of before, dinner time and after school activities such as craft club, rounders, football, cookery club, table tennis, and much more, pupils with SEND are included.
- ❖ We have regular educational visits and residential. Pupils with SEND are always included in these. We provide staff to support their full involvement. We choose visits that are accessible to all

### **How we support pupils in their transition into our school and when they leave us**

- ❖ We liaise very closely with our local secondary schools to ensure that the transition from Primary School to secondary is as smooth as possible.
- ❖ For children who are new to the school we encourage pupils and their parents to visit the school before they start
- ❖ Children who start in the Reception and Nursery classes are invited into school before they begin in September. Staff work closely with nurseries to ensure smooth transitions occur.
- ❖ Area SENDCOs and Health Visitors are invited into school to discuss any key issues where needed.



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### How additional funding works

- ❖ Schools receive funding for all SEND pupils and they provide what pupils need from this (including equipment). The local authority may contribute to very expensive items
- ❖ If a pupil's statement identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

### Where pupils can get extra support

- ❖ Your views are important and it is important that people listen to them and that you are satisfied with what happens.
- ❖ The school will always welcome parents into school and encourage them to discuss any issues however small they feel they are.

### What to do if you are not satisfied with a decision or what is happening (for parents)

- ❖ Your first point of contact is always the person responsible – this may be the class teacher; the SENDCo or the headteacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the headteacher then ask for the school governors representative.
- ❖ If you do not feel the issues have been resolved, we will ...
- ❖ If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is:
- ❖ The local authority has a panel of senior managers who consider unresolved issues – we call this the Escalation and Resolution Panel. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with
- ❖ The Parent Partnership Service provide independent information and advice