



# Special Educational Needs and Disability Information Report

Communicating Love: Inspiring our  
Community to Flourish

A Guide to SEND at St. Gabriel's  
CofE Academy  
2021 - 2022

## Our School

St Gabriel's CofE Academy is committed to providing high quality care and education to all of the children who learn and play at our school. We believe that all children, including those identified as having special educational needs or a disability (SEND), are entitled to access a broad and balanced academic and social curriculum. They must have every opportunity to be fully included in all aspects of school life. Our school's aims and values place inclusion, equality and high aspirations at the heart of all that we do.

We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish, feel safe and benefit from high quality teaching. This does mean that children will all have access to the same curriculum however the way in which they access it may vary depending on a child's individual need; we enable learners in ways, which take account of their varied life experiences and needs so that they are able to achieve to the best of their abilities.

### **What is a SEN information report?**

Under the Children and Families Act 2014, the governing body of maintained schools, maintained nursery schools and academy schools must publish information on their websites about the implementation of the setting's policy for pupils with SEN. This information should be updated annually, with any changes to the information that occurs through the year being updated as soon as possible. The information that is required is set out in the Special Education Needs and Disability Regulations 2015 and is covered in Chapter 6 (para ref 6.79) of the Special Education Needs Code of Practice 2015.



# Our Provision

## What types of SEN do we provide for?

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

## What are special educational needs?

In the Special Educational Needs and Disability (SEND) Code of Practice (2014), SEN is defined as:

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.’

## How do we identify and assess pupils with SEN?

In identifying children who may have special educational needs, we measure children’s progress by analysing:

- Performance as part of ongoing teacher observation and assessment
- Outcomes from summative assessments
- Performance against the Year Group Expectations within the National Curriculum
- Specialised standardised screening or assessment tools.

We hold regular Assessment Meetings between Senior Leaders and Class Teachers alongside Termly Conferences between teachers and parents/carers. A decision to put a child on the SEN register and make SEN provision will involve the class teacher and the SENCO considering all of the information gathered about the child’s progress alongside national data and expectations of progress.

Our SEN support arises from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised; leading to a growing understanding of the child's needs and of what supports them in making good progress and securing good outcomes. The four stages of the cycle are Assess → Plan → Do → Review.

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. Where a potential special educational need has been identified, this cyclical process becomes increasingly personalised and an Individual Education Plan will be written. This document captures the strengths a child has, their voice as learners and identifies targets to help them overcome the barriers they are experiencing.



### **Who is our special educational needs coordinator (SENCO) and how can they be contacted?**

Mrs R. Roberts is our SENCO and is contactable via our school office: 01788 222405 or [office@stgabrielscofeacademy.org](mailto:office@stgabrielscofeacademy.org)

Our SENCO is responsible for:

- Developing and reviewing our SEN policy.
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that families are involved in supporting each child's learning, kept informed about the support each child is receiving and involved in reviewing their progress.
- Liaising with all professionals who may be coming in to school to help children's learning.
- Updating the school's SEN register and making sure that records of needs are kept.
- Providing support for staff in our school, so that they can help children with SEND to achieve the best progress possible.

## **What is our approach to teaching pupils with SEN?**

At St. Gabriel's, we follow a Three Wave Framework of Intervention with the aim of reducing underachievement.

### *Wave 1: Universal Quality First Teaching*

We prioritise Quality First Teaching and recognise all teachers' responsibilities in meeting the needs of all children in their class. Quality First Teaching (QFT) focuses on high quality, evidence based and inclusive teaching for every child in a classroom. Wave 1 ensures teacher thoroughly scaffold our curriculum so that their pedagogical choices help secure progress for all children.

### *Wave 2: Targeted Interventions*

Targeted interventions may be used alongside Quality First Teaching to provide extra support for children who are not making expected progress. Extra support can be provided during lesson time as part of whole class teaching or as additional provision outside of lessons.

### *Wave 3: Specialist Interventions*

If a child's needs cannot be met through Universal or Targeted provision, Specialist Interventions may be used to secure positive outcomes. This often involves highly personalised, specialist programmes of support gained through accessing advice/intervention from outside experts or agencies. We regularly liaise with and seek additional advice from outside agencies such as Educational Psychology, Speech and Language Therapy, The Integrated Disability Service and Occupational Therapy. This is always with parental consent and may result in one off or regular visits from these agencies.

A child's provision may include elements from all three Waves of Intervention with the aim of securing the best possible outcomes for them. All decisions about the support provided are made within the limitations of the resources available to the school.

### *Statutory Assessment of Special Educational Needs*

If despite following all recommendations from outside agencies and providing a high level of additional intervention, a child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school, then a request to the Local Authority (LA) for a Statutory Assessment of the pupil's needs would be made.

This assessment can be triggered through:

- a request for an assessment by the school
- a request for an assessment by the parent
- a referral by another agency such as a health service or social services.

When a request for a statutory assessment is made to the LA, they must decide within six weeks whether to carry out such an assessment.

In considering whether a statutory assessment is necessary, the LA will pay particular attention to:

- Evidence that the school has responded appropriately to the requirements of the National Curriculum
- Evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- Evidence of action already taken by the child's school to meet and overcome these difficulties
- Evidence of the rate and style of the child's progress
- Evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level above that which would normally be expected from schools

Once all the advice requested for the statutory assessment has been received, the LA must decide whether or not to draw up an Education Health and Care Plan (EHCP). The LA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHCP.

When an EHCP is made, teachers will monitor and review progress during the course of the year using both the normal monitoring arrangements for all pupils and through monitoring progress made against the EHCP outcomes. All EHCPs must be reviewed at least annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the EHCP is still appropriate.

Further information about Warwickshire's process for the Statutory Assessment of Special Educational Needs can be found [here](#).

### **How do we adapt the curriculum and learning environment?**

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

To adapt the curriculum and learning environment for pupils with SEN, we:

- Use a range of evidence based teaching strategies
- Scaffold learning materials
- Provide access to ICT and Technology
- Provide additional in class support
- Provide additional out of class support

- Provide enrichment and enjoyment opportunities to stimulate and motivate
- Use flexible groupings – including small group work and intervention
- Ensure that all pupils have access to the school curriculum and all school activities
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children’s special educational needs and disabilities
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Use appropriate rewards and sanctions
- Regularly review our policies and practices in light of current research in order to achieve best practice

### **How do we consult parents of pupils with SEN and involve them in their child’s education?**

We are committed to working in partnership with families to ensure that children are empowered to achieve the best possible outcomes. Parents and carers are involved through:

- Weekly Class Learning Updates
- Termly Overviews
- Knowledge organisers for our Curriculum
- Termly parents/ carers consultations
- Ongoing discussions with Class Teachers and/or SENCO
- Reviews of a child’s Individual Education Plan or the Annual Review of their EHC Plan
- Home/School Communication Books as appropriate



## **How do we consult pupils with SEN and involve them in their education?**

Our children are encouraged to voice their needs and wants through open, trusting relationships with all school staff. We employ a range of strategies to seek children's views about their education in ways which are appropriate to each child's age and stage. For example, we may:

- Discuss with them 'What's Working Well and any 'Even Better Ifs'; recording these on the Individual Education Plans
- Make close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning
- Involve SEND children with planning their own activities and encouraging them to share what they would like to learn and participate in
- Use Pupil Voice surveys
- Extend any resources that they show a preference for

## **What expertise and training do our staff have to support pupils with SEN?**

At St. Gabriel's, we believe that all teachers are teachers of children with special educational needs and at the heart of our provision is Quality First Teaching. Because of this, much of our staff training is focused on supporting our team to develop their knowledge

and skills in evidence based approaches such as Cognitive Load Theory and Interleaving. All of our teaching staff participate in a range of training opportunities with SEND as the focus. For example: Team Teach Training (a positive approach to de-escalating challenging situations and positive handling); Individual Consultations with Speech and Language Therapists, learning support specialists or Educational Psychologists as well as 'In-house' staff meetings and INSET on a variety of topics including Mapping Provision and creating Effective Individual Education Plans.

### **How do we involve specialist expertise in meeting the needs of pupils with SEN and supporting their families?**

At St. Gabriel's, we work with a wide range of specialists to secure the best possible outcomes for all our children. These include:

- Educational Psychologist Services
- Hearing Impairment Support Services
- Speech and Language Support Services
- Primary Mental Health Teams
- Neurodevelopment Clinic
- Visual Impairment Support Services
- Integrated Disability Service
- COMPASS (School Nursing Team)

We are also able to signpost families to a wide range of services to support their needs and overcome the barriers they are experiencing.

## **How do we evaluate the effectiveness of our SEN provision?**

The monitoring of planning, teaching and children's learning which is carried out by the Leadership Team also includes reference to SEND provision and progress. Such monitoring is used to inform our termly strategic planning, the allocation of resources, Performance Management targets for staff and training needs.

The Leadership Team, Trust Representatives and Governors all carry out a range of monitoring activities to evaluate the impact of school improvement measures on attainment and broader outcomes. This monitoring is also used to identify subsequent next steps. Such monitoring is detailed in the School Self Development Calendar. Improvement priorities may relate to any aspect of SEND provision. In addition to the monitoring of improvement priorities outlined above, the governing body monitor all aspects of SEND through a named governor. This governor meets with the SENDCo regularly to discuss current priorities, evaluative evidence, new training and latest legislation.

## **How do we handle complaints from parents of children with SEN about provision made at the school?**

Our Complaints Policy is available [here](#) and concerns about Statutory Assessment processes for SEND should be raised directly with the [Local Authority](#).

## **Where can the Local Authority's local offer be found?**

This document gives information about the provision we as a school, offer for children with SEND. Information about Warwickshire's local offer can be found at <https://www.warwickshire.gov.uk/send>