



St Gabriel's CE Primary School

Local Offer SEN Information Report

Our Vision Statement:

Our aim is to nurture children with the confidence and self-belief to achieve their best;
to have the courage to think for themselves;
to be resilient in their learning and ambitious in their hopes and dreams;
to live in harmony, respecting others;
to search and question throughout life's journey;
to find personal faith;
and to learn about the Gospel of hope and love found in Jesus Christ.

Seeking to nurture:

Sel**F**-belief **C**our**A**ge **R**es**I**llience **A**mbi**T**ion **H**armony

“Stand firm... be courageous” 1 Corinthians 16:13

Reviewed: Autumn 2025

Next Review: Autumn 2026

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How we identify special educational learning needs

If a child is identified as having SEND before they start here, we work with the previous setting to ensure that all available information is sent to us to aid a smooth transition into our school.

If you tell us you think your child has a SEND we will discuss this with you and possibly carry out some diagnostic tests with your child. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.

If our staff think that your child has an SEND this may be because they are not making the same progress as other pupils; for example they may not be able to follow instructions or answer questions. We will observe them; we will assess their understanding of what we are doing in school and use diagnostic tests to pinpoint what is causing them difficulty (i.e. *what is happening and why*)

Our in house assessments include British Picture Vocabulary Scale, Ready for Sounds, Salford Reading Test, Physical Development baseline motor skills, Wellcomm speech and language assessment, IDL Dyslexia screener, Sandwell Early Numeracy test. These assessments may enable us to unpick a child's difficulties and ensure that we plan the appropriate strategies, targets and interventions necessary to ensure each child continues to make progress with their education. School will where necessary request the support of professionals for further diagnostic information for individual children and share the assessments that we have done with them.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised by the definitions given in the SEND Code of Practice into the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

How we involve pupils and their parents/carers in identifying SEND and in planning to meet these needs

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be informed of any changes in their child's progress, behaviour or educational provision within the school. School operates an open door policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at a convenient time. Meetings can include the SENCO (Mrs Brown) and the class teacher. Parents have the right to access records relating to their own child and any school documentation they may feel appropriate.

When we assess children with SEND, we identify 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 to make progress

We identify targets, encouraging pupils and parents/carers and where appropriate children to be involved in the process. Targets are updated regularly throughout the year, following feedback from staff, parents, children and other professionals where appropriate.

We will provide advice on further activities and resources that can be used to support children at home, as well as homework to repeat and practice activities that are new and present an achievable challenge for the individual pupil.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home, likewise child involvement will be sought where appropriate.

Children who have an Education Health & Care Plan will be asked for their point of view, both when the application is made to panel for further support and annually as part of the review process. We endeavour to include children during the annual review process as much as possible.

We hold parents evenings twice a year when SEND support plans are provided and discussed. In addition, parents of children with an EHCP are invited to an Annual Review meeting.

Parents can find information about how the Local Authority seek to support families via www.blackburn.gov.uk/send

How we adapt the curriculum to meet special educational needs

We recognise that children learn and develop in different ways. Outstanding, quality first teaching is vital for all children. This means that a range of teaching and learning styles, resources and adaptations are used and that appropriate, differentiated learning objectives are set for all children with a curriculum matched to their needs.

The majority of children in our school will receive support through good quality teaching in the classroom.

However, we are mindful that some children, at some time in their school life, may need extra help and support in a variety of different ways. If staff feel that a child's needs cannot be met through quality first teaching alone, then additional support or intervention may be put into place to compliment the curriculum and enhance access. This is monitored regularly and adjusted as necessary.

Each learner identified as having SEN is provided with support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified.

The waves of intervention model describes how different levels of intervention can be used to facilitate learning.

Wave 1: Universal, Quality First Teaching:

All children have access to teaching which includes the needs of all learners. The teachers use their knowledge of where the children are in their learning to plan their next steps.

Wave 2: Targeted Intervention (Group Additional Provision)

Children identified through assessment data and class teacher assessment as being below the expected standard for their year group are supported in their learning through small group intervention. They will be provided with interventions such as Read Write Inc, speech and language interventions or maths intervention in a small group and their progress is monitored closely through a group intervention plan.

Wave 3: Specialist Intervention (SEND)

Children who are not making progress through targeted group intervention will receive outside agency involvement through specialist teaching, specialist support and further investigation. We use our Blackburn with Darwen team of specialist teachers and our Educational Psychologist to further understand their learning needs. They will have an individual Support Plan with clear targets to monitor their progress.

How we involve pupils and their parents/carers in identifying SEND and in planning to meet these needs

Staff training and advisory support enables us to be able to adapt to a range of SEND, including specific learning difficulties (including dyslexia); autistic spectrum disorder (ASD); speech, language and communication needs (Speech Language Communication Need); social emotional and mental health difficulties, sensory and physical development difficulties; and medical issues such as diabetes and allergies.

We have used a number of approaches to teaching –small group intervention (Wellcomm language programme, RWI tutoring, write dance, body awareness, 1:1 tutoring, booster classes, IDL dyslexia programme etc)

We will continue to focus on narrowing the gap between pupils at SEN Support and those with no identified SEN, improving the rate of progress for children at SEN Support and early speech and language intervention.

Where appropriate adaptations are made to the curriculum/learning environment enabling all children, including those with SEND to access the whole curriculum. (see accessibility plan)

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 parents/carers).

How we evaluate the effectiveness of the provision.

We regularly use staff meetings to allow teachers to assess and discuss pieces of work to check our judgements are correct (moderating).

We use national curriculum outcomes to assess age related progress and PIVATS to assess progress that is in smaller steps and at a slower pace than the national curriculum.

We check how well a pupil understands and makes progress in each lesson.

Our senior leadership team check the progress of pupils every term, (more often if progress is slow) and we discuss what we are doing to make sure all pupils make good progress and ask 'Is there anything else we can do?'

For pupils with SEN, teachers discuss progress with parents every term or more often if we believe this will help.

Individual targets identified by children/parents/staff are reviewed regularly and updated.

Children involved in specific interventions may undertake an entry and exit assessment. During the year, further assessments will be undertaken to ensure that children are continuing to make progress.

All children identified as SEND support will undertake individual assessments linked to vocabulary, reading accuracy, reading comprehension and reading speed at the beginning of each academic year. All children are formally assessed and reviewed 3 times a year. There are ongoing informal assessments throughout the year. Individual curriculum targets are set from these assessments. Staff also sit down and review progress and targets with individual children.

All pupils are assessed on entry to Reception (Baseline Assessment) and their progress is then tracked from reception through to year 6 using Target Tracker – our electronic assessment record.

At St Gabriel's, we monitor our SEND provision closely so that we can ensure that we are meeting the needs of our SEND pupils in the most effective way possible using the resources available. The Governor with a special interest in special educational needs will meet with the SENCO annually to discuss the plan. The Headteacher reports annually to the Governors regarding the outcomes of provision for children with special educational needs. When considering how successful our policy is, we will consider:

- Movement of pupils on/off the SEND register.
- The identification and assessment of SEND i.e. early identification
- Pupil success in the National Curriculum, SATs and achieving targets. Comparative data from annual standardised tests in KS2.
- Resource allocation
- Parental views and opinions expressed at Parents Evenings, reviews and informal discussions.
- Effectiveness of documentation
- Complaints
- Monitoring of progress through highlighted tracking of pupils with SEND and disabilities.
- SENCO observations of whole class/ group/ individual teaching.
- The school's self-evaluation policy.
- Pupil and Parental views.
- Adviser views – monitoring visits.
- SEND officer / Educational Psychology service.

In the academic year 2021/22, school undertook an independent review of SEND provision. It was identified that:

“Throughout the review, it was apparent there is an inclusive ethos which, led by the Headteacher and SENCO, permeates throughout all aspects of the school.”

**Ways in which we use extra support or adapt the curriculum and learning environment to meet SEN.
The facilities provided to assist access to the school by disabled pupils.**

- We have used workstations; visual timetables; Makaton, Picture Exchange Communication System when appropriate
- We have supported the use of hearing aid devices, when necessary
- We use iPads and touch screen PCs
- We use age appropriate software within school to help pupils engage with subjects they find difficult eg IDL, Clicker
- Specialist equipment provided by Occupational Therapists

Our School SENCO (Mrs Brown) is responsible for co-ordinating SEND provision across the school, from Reception to Year 6. The SENCO attends SEND network meetings on a regular basis. Our designated school governor meets at least annually with the SENCO.

The school has some access for disabled pupils and parents but does not have specified disabled toilets. The needs of the pupil will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available.

How we safeguard our SEND children and support social, emotional wellbeing, prevent bullying and enable pupil voice

Early Help

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Our child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Our school would follow the school safeguarding policy should any safeguarding concerns arise.

The well-being of your child is central to the Christian ethos of our school, our open door policy and proactive approach to dealing with any concerns or issues that your child may face enables St Gabriel's to provide a happy, safe and caring environment.

The emotional wellbeing of your child is extremely important to us. We actively promote the pastoral care and nurture of all the children in our school family. We have a 'Keeping Safe' week each year to discuss all aspects of a child's personal safety – from procedures at the end of the school day to online safety at home. The week's discussions also include health and fitness, attitudes to learning and aspirations, involvement in sports and extra-curricular activities – all issues affecting general wellbeing and self-esteem.

Elections are held in all classes from Y1 to Y6 to appoint candidates to the school council. These representatives discuss school issues with senior staff and report decisions, outcomes and ideas back to their own classes.

Medicines are kept in the School Office and refrigerated appropriately. Parents complete a form which details dosage and other relevant information and grants authorisation to the school to administer medicine to their child. See our Medicines Policy on our website.

If your child has a medical need, a care plan may be prepared in consultation with you and the appropriate medical practitioners. Many of our staff are trained in first aid, with key staff having paediatric first aid certificates.

The school has a Designated Safeguarding Lead (DSL) to deal with issues of child protection and safeguarding. Where necessary, groups are run in school to develop children's social skills and self-esteem. School has sign posted parents and children to specialist services for social, emotional and behavioural development. All children are encouraged to tell someone if they feel there are any issues, not just impacting on them but on their peers. The school's anti-bullying and behaviour policies are available on the website.

Extra support we call upon to help us meet SEN: specialist services and external expertise, and how we work together, collaboratively.

We work closely with other agencies to focus on the identification and provision for those children who have a special educational need. Liaison takes place with the following agencies:

School's Educational Psychological Service

Educational Welfare Officers

Speech Therapists

Occupational Therapists

Physiotherapists

SEND Support Service, including advisory teachers for ASD (autistic spectrum disorder, speech and language, SEMH (social, emotional and mental health), complex needs, SpLD (specific learning difficulties), PD (physical difficulties), Early Years team.

School Nurse

Paediatricians

Child Action North West

Family Wise

Parent Partnership (SEND-IASS - Independent Assessment Support Service)

For those children who have a range of agencies working with them, a CAF (Common Assessment Framework) might be agreed. The CAF's main aim is to ensure all agencies work together according to an agreed plan of action. Thus, the actions and services provided across the agencies impact positively and achieve good outcomes for the child.

Extra-curricular activities available for pupils with SEND

At St Gabriel's, we aim to ensure that children with SEND play a full role in all school activities as far as is appropriate. All activities within and outside school are covered by risk assessment. Additional risk assessments are carried out for specific children with advice from appropriate agencies depending on their needs. All reasonable adjustments are made to ensure that children with SEND are able to access all activities safely.

There is a range of after school clubs. These vary each term and are accessible for all. All clubs are open to children regardless of SEND, with reasonable adjustments.

The school encourages pupils to support each other in work and play, to build on different strengths and talents and to encourage all children to reach their educational potential.

Arrangements for admission of SEND/disabled pupils at the school and kinds of SEN provided for

Pupils with all kinds of SEND will be admitted to St Gabriel's, in line with the school's admission arrangements. The school is aware of the statutory requirements of the SEND Disability Act and Equality Act 2010 and will not discriminate against disabled children and will take all reasonable steps to provide effective educational provision.

Once you have named our schools as one of your preferred choices in your child's plan:

- The Local Authority will send the school copies of the child's most recent EHCP which outlines the child's needs.
- The Local Authority will consult with the school to determine whether the school can meet the child's needs.

- The school will invite the family to visit the school and speak with the SENCO.

We strongly encourage this visit as it will allow us the opportunity to meet and discuss any questions and concerns you want to address. In addition, it will allow you to determine whether we are the appropriate school for your child. The process will therefore allow you to make an informed decision. If we are alerted to the fact that a child may have a difficulty in learning, we will make our best endeavours to collect all relevant information and plan a relevant differentiated curriculum. We are able to offer support for children with:

SPLD specific learning difficulties

MLD moderate learning difficulties

SLD severe learning difficulties

SEMH social, emotional and mental health

SLCN speech, language and communication needs

PD physical difficulties

ASD autistic spectrum disorder

HI hearing impairment

VI visual impairment

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

We have close links with a number of nurseries. We provide an induction programme for the new Reception children coming to St Gabriel's in order to establish a welcoming environment. For children identified as SEND prior to beginning school, the SENCO will attend meetings and arrange for further induction sessions, these may be at the school or members of staff visiting the child's nursery.

Links will be made with all professionals involved with SEND children to ensure a smooth transition for each child. For children moving between year groups and key stages, the school holds an annual 'moving up' session in the summer term. Where appropriate, further bespoke transition programmes are provided for individual children. For children moving to high school, there are transition preparation sessions aimed at alleviating anxieties with Year 6 pupils in addition to several planned transition visits for pupils to attend high school and for high school staff to visit pupils here in school.

Additional transition arrangements are made for SEND children in all year groups and in all key stages according to need. Close liaison also takes place between SENCO at St Gabriel's and at nurseries and high schools. Meetings will be held in the summer term of Year 5 for children who have an EHCP to discuss high school choices and further meetings will be held in the in the spring/ summer term of Year 6 to make additional transition arrangements.

How additional funding works

Schools receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupils' needs from this (including aids and adaptations). If the cost of meeting an individual pupil's needs is significantly different to what is usually available, an application can be made to the local authority for an Education Health & Care Plan (EHCP) asking for support in meeting the costs. Further information about an EHCP can be found on the Blackburn with Darwen Local Offer website.

<https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/service.page?id=qYwdAepV28Y>

Where pupils can get extra support

The safety and well-being of all children is important to us. Children can approach their class teacher, teaching support staff, SENCO and any member of the SLT.

Where parents/carers can get extra support

If parents have any concerns they should contact the class teacher, SENCO (Mrs Brown) or the Headteacher - Mrs Haigh.

For SEND support in the local community, parents can access Blackburn with Darwen's website to identify other types of extra support in the local area. This website is an online resource that details services, support and guidance available to children and young people with special educational needs and disabilities (SEND) aged 0 – 25 and their families.

<https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page>

What to do if you are not satisfied with a decision or what is happening and wish to raise a complaint (for parents)

The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found on our website.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and then the Headteacher should be brought into the discussion process. If concerns cannot be resolved, they should be put in writing to the Chair of Governors.

Advice for parents can be sought from the LA (SENDIASS) or from the Parent Partnership Service.

<http://www.bwdpip.org.uk/>

Where parents/carers can get extra support

SEND policy

Marking and Feedback Policy

Equal Opportunities Policy

Admissions Policy

Accessibility plan

Behaviour and Discipline policy

Child Protection and Safeguarding policy

Keeping Children Safe in Education

Children with Health Needs who cannot attend School

Legislative Acts taken into account when compiling this report include:

SEND Code of Practice

Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005

Contact details

Should you require further details please contact:

Mrs Haigh, Headteacher
Mrs Brown, SEND Coordinator
Mr Cross, Deputy Headteacher and Designated Safeguarding Lead

School contact details:

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