

St Gregory's Catholic Primary School



SEN information report 2024/25

The kinds of special educational needs for which provision is made at St Gregory's

Children's SEN are generally thought of in the following four broad areas of need and support:

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

At St Gregory's we endeavour to achieve maximum inclusion for all children (including those with special educational needs and disabilities) whilst ensuring all their individual needs are met.

Teachers provide differentiated learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners including those with SEND. Specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times.

This report has been written with reference to the following guidance and documents:

- Section 6 of the SEND Code of Practice 0-25 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- The Special Educational Needs and Disability regulations 2014
- Section 69(2) of the Children and Families Act 2014

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

It is very important that SEND is identified at an early stage. We gather information to support such early identification in a variety of ways, this includes:

- Whole school tracking system for early identification of children who are underperforming and who require additional support
- Identification by the class teacher through observation of behavioural or emotional difficulties
- Concerns raised by a parent
- Liaison with previous school or nursery setting

- Medical issues identified by a health professional or external agency
- If you have concerns as a parent, you should initially speak to your child's class teacher.
- If you continue to be concerned that your child is not making progress you may wish to speak to the special educational needs/disabilities co-ordinator (SENDCo) Mrs Joanne Oldham
- The school's SEN Governor, Mrs Carla Grady, can also be contacted for support

How does the school make provision for pupils with special educational needs whether or not pupils have EHC plans and how does the school evaluate the effectiveness of its provision for such pupils?

Assessment and evaluation of provision for young people with SEND

The provision for pupils with SEND is assessed and evaluated regularly using a range of strategies including:

- Provision mapping
- Termly assessment and tracking
- Termly meetings with parents to evaluate provision and progress towards targets
- Targets set prior to intervention and impact measured at the end
- Regular assessment and update of the SEND register

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally with the Headteacher and SENDCo every term through pupil progress meetings.

If your child is in KS1 or KS2, PIVATS (Performance Indicators for Value Added Target Setting) can be used to set small step targets.

At the end of key stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is statutory for all schools, and are the results that are published nationally.

Where necessary, children will have a targeted support plan based on PIVATS (Performance Indicators for Value Added Target Setting) or based on targets set by outside agencies specific to their needs. Targets will be set using PIVAT levels. Progress against these targets will be reviewed regularly, evidence assessed and a future plan made.

Children with SEND are assessed to identify the specific areas of difficulty. A plan is then written to target the identified areas. The targeted intervention is carried out and a review of pupil progress is carried out termly. This is a cyclic PLAN - DO - REVIEW process.

The progress of children with an EHCP will be formally reviewed at an Annual Review with all stakeholders involved with the child's education.

The SENDCo will also check that your child is making good progress within any individual work and in any group intervention they are part of.

Regular book scrutiny's and lesson observations will be carried out by the SENDCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is as high as possible.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Arrangements for reviews of statements of educational needs or EHC plans

Annual reviews take place for those children who have statements or EHC plans:

- All stakeholders are invited to attend and to make contributions during the review
- Written advice is requested from all parties
- 1:1 meetings with the SENDCO at least termly to discuss specific needs
- Provision mapping used to effectively plan provision

Arrangements in place for children with other SEND needs

Arrangements for those children with other SEND needs are made including:

- 1:1 meetings with the SENDCO termly to discuss specific needs

Provision mapping is used to effectively plan provision. This is regularly evaluated and updated.

How will the school staff support my child?

Additional classroom support

The Catholic ethos of the school is one of inclusion, and each child at St Gregory's is cherished and valued as an individual, whatever their needs. Additional classroom support is provided for children who require it in a variety of ways including:

- Teaching assistants are deployed in a way to give the most appropriate support to those who need it. The strengths and qualities of the teaching assistants are considered when placing with individual children or classes.
- As well as in class support, targeted interventions take place outside of the classroom which can be delivered by either the class teacher or teaching assistant

How will the curriculum be matched to my child's needs?

Provision to facilitate access to the curriculum

A range of facilities are used to enable pupils to access all areas of the curriculum including:

- Every child with identified needs has their own individual targeted support plan with 'smart' targets to enable them to make progress in key areas
- The use of interactive anti-glare whiteboards with touch screens in every classroom and in the school hall facilitates access to a range of learning activities for all
- Support from outside agencies including specialist teachers or health care professionals who visit school regularly
- The school employs the service of a speech and language therapist every half term, and an educational psychologist who visits school on a regular basis
- A range of appropriate equipment is provided to enable all children to access all aspects of the curriculum e.g overlays, writing slopes
- 1:1 support is in place for those children with complex needs or physical disabilities
- Adaptations made across all aspects of the curriculum to ensure that children with physical disabilities have full access and the same opportunities as everyone else

How is the decision made about the type of support and how much support my child will receive?

SEND provision map

A SEND provision map is in place and is reviewed and updated termly by the senior leadership team to make adjustments such as the allocation of 1:1 support or Inclusion in intervention groups as the need arises. Monitoring and assessment of children's progress informs the level of provision required. A graduated response is implemented to ensure that needs are being met.

Arrangements and adjustments for SAT's

Appropriate arrangements and adjustments are made for those children who have an identified need. Examples of these are:

- Reader or scribe provided
- Extra time
- Exemption from participation

How will my child be included in activities outside the school classroom including school trips?

Breakfast, after school and holiday clubs

The school provides a range of provision including:

- "Gregory's Gang" Breakfast Club which begins at 7.45 am each day and After School Club which offers a range of activities until 6.00 pm each day (charged facility)
- Other organisations such as football clubs offer holiday clubs during the holiday

Lunchtime and after school activities

Lunchtime and after school activities are on offer for all children including:

- Sporting, music, arts and curriculum clubs are offered free of charge by members of staff
- Outside agencies provide additional clubs often at a small cost e.g. fencing, judo, and the school offers bursaries if necessary so that every child has equal opportunity to participate

Inclusion

Some of our clubs are age-specific to ensure full enjoyment but we ensure that all clubs are inclusive by:

- Making adjustments so that a child with any SEN including disability can attend
- Including extra members of staff or 1:1 support within the club if necessary
- Providing equipment that enables all pupils to take part

Making friends

At St Gregory's we have a strong Catholic ethos and the school community upholds the school's mission statement:

"In the joy of the Gospel, we will work together to be kind, fair and honest and become the people Jesus calls us to be."

- All children know the mission statement and strive to live by our motto 'be kind, be fair, be honest'
- Playground pals from Year 5 and 6 play with children in EYFS and KS1 during lunchtimes to develop friendships and games
- Each reception child has a Year 6 buddy
- Upper KS2 children are reading buddies for children in KS1
- All children are in house teams throughout the school and support each other; sometimes participating in mixed age house team events to develop our 'school family' ethos
- We have good relationships with our families and we endeavour to resolve any issues with friendships quickly and professionally
- St Gregory's prides itself on the outstanding behaviour of its pupils and actively rewards kindness and consideration of others. Visitors to our school regularly comment upon the behaviour of our pupils towards one another and particularly towards those who have additional needs or disabilities.

What support will there be for my child's overall well-being?

Managing and administering the safe keeping of medicines

Procedures are followed closely regarding managing and administering medicines which may need to be taken daily by pupils for a variety of reasons. We ensure that:

- All medicines are stored securely within the office
- All medicines are clearly labelled with name and dosage
- Medicines are administered or supervised by a named member of staff

Care plans

Care plans are put in place for those children who require them. They are devised in conjunction with parents, the SENDCO and health professionals including school nurses. All relevant staff are made aware of the content of care plans for individual children. Any required training specified in the care plan takes place for specified and sometimes all staff

Medical emergencies

Teaching and support staff, including lunchtime assistants, have first aid training, including paediatric first aid. In addition, staff are fully trained in the procedure and use of automated external defibrillator.

Staff training for particular needs

Staff are trained as appropriate for particular needs including:

- Paediatric first aid
- Management of asthma
- Moving and handling
- Specific training is undertaken as required e.g. epipen, diabetes

Health and therapy services available on site

Health and therapy services are provided by the school as appropriate so that these services are available on site. These include:

- Weight and height monitoring at reception and year 6
- Hearing and vision monitored at year 1
- Occupational therapy
- Physiotherapy
- Speech and language therapy
- lego therapy
- play therapist

Who is the SENDCO and how can I contact them?

The SEND co-ordinator is Mrs Joanne Oldham NASENCO Award, SpLD (Dyslexia) MA Education (Inclusion & SEN) Tel: 01257 263865

Email: j.oldham@st-gregorys-pri.lancs.sch.uk

The SENDCO is part of the senior leadership team

What specialist services and expertise are available at or accessed by the school?

The school's SENDCO is fully trained and has met all of the standards for the National SENCO Award.

In addition to this:

- The SENCO is a specialist dyslexia and dyscalculia teacher with AMBDA qualification (associate member of the dyslexia association)
- A member of staff is trained in Lego therapy

If a pupil displays a higher level of need, specialist provision from external agencies and professionals may be called upon to carry out more specialised assessments to help to identify the provision required. This may include:

SEND service

Educational Psychologist

School Adviser

SEN Adviser

Special Schools

Speech and language therapy service

Specialist teachers

Occupational therapists

Physiotherapists

Children and family wellbeing service

What training have the staff supporting SEND had or what training are they having?

- Some staff have specialist training in speech, language and communication
- Some staff have specialist knowledge and training in autism, speech, language and communication, cerebral palsy and downs syndrome

- Some staff have training in PEC
- **Ongoing support and development for staff**

All school staff are provided with opportunities for their development. This includes:

- TA training development meetings
- Weekly staff development meetings for teachers
- 5 INSET in-service training days or twilights across the school year
- Training opportunities are identified for support staff who are working with children with particular needs.

How accessible is the school both indoors and outdoors?

Accessibility of the school environment

We are a very welcoming school with friendly staff who have very good understanding of the children in our care and form close relationships with parents. Details can be found in the accessibility plan that has been written in compliance with paragraph 3 of schedule 10 of the Equality Act 2010.

The school environment is fully accessible including:

- Level access or ramps located at each entrance to school
- Designated disabled parking space in school car park
- A wheelchair stair lift for access to the KS2 classrooms, library, music room and ICT suite (which are located up a small flight of stairs)
- A disabled toilet
- Access to a shower

Accessibility of information

Information is disseminated to parents in a variety of ways including:

- A notice board is located in the entrance to the school
- School policies are available to view via the school website as well as hard copies on request
- A copy of the weekly newsletter is sent home via email
- The weekly newsletter is also accessible via the website and a hard copy is displayed in the school entrance
- Text messaging service
- Curriculum information is available on the school website
- Messages about events and services may be communicated through SeeSaw

Information is also disseminated to pupils in a variety of ways to ensure that information is readily available to all pupils including those with disabilities. These include:

- Adaptations to text is made
- Information can be presented in auditory form
- Visual support through symbols and pictures

How are equipment and facilities to support children and young people with special educational needs secured?

Accessibility of provision

Every care is taken to ensure that all children have equal access to all provision. This includes:

- Resources are labelled with words and pictures wherever possible
- All resources are appropriate to the age and ability of the children
- Appropriate resources and equipment are provided for those children who have specific needs
- Specialist teachers advise on specialist equipment and the access to these

Specialised equipment

Specialised equipment is purchased and provided for those children who have been identified as needing specific provision including:

- Walkers, frames, chairs, steps etc.
- Resources to alleviate visual stress including overlays, reading rulers, coloured exercise books and paper
- Pencil grips or writing slopes to alleviate pain for those children with hypermobility or dyspraxia
- equipment for hearing impairments such as headsets and microphones
- resources for visual impairments such as enlarged texts

How are parents involved at St Gregory's and how can I get involved?

Informing parents about roles and responsibilities

The school ensures that parents are aware of the roles and responsibilities of particular staff

- Roles and responsibilities of all staff are identified in the school entrance on a photograph board, on the school website and in the school prospectus
- All children in EYFS have a nominated key worker

Communication with key staff

At St Gregory's, we have an 'open door' policy and encourage parents to contact us, either in person, by phone, email or letter, to discuss any concerns about their child. Class teachers are usually available after school and where this is not possible, appointments can be made. In addition to this we provide:

- School telephone number and Headteacher's email address are on every school newsletter and can also be accessed via the website
- SENDCO's email address can be accessed via the website
- Regular parental questionnaires and Parent View

Updates for parents

Parents are updated on their children's progress and the provision provided by the school in a variety of ways including:

- Termly parents meeting (class teacher and SENDCo where necessary)
- End of year report
- Curriculum evenings including reading, phonics, maths and internet safety

Open days

A variety of open days and evenings are scheduled throughout the school year. Key events are:

- Open evening to have a dialogue with school staff and children
- Induction evening for new reception pupils in June

Parental feedback

This is sought formally, via parental questionnaires and Parent View, but we also welcome conversations about things parents have enjoyed or constructive comments on any issues.

Who can I contact for further information?

Headteacher d.darbyshire@st-gregorys-pri.lancs.sch.uk 01257 263865

SENDCo j.oldham@st-gregorys-pri.lancs.sch.uk 01257 263865

SEND Governor c/o the School Office 01257 263865

How will St Gregory's consult with my child and how will they be involved in their education?

Opportunities for pupil voice

There is an active School Council which influences areas of school life such as the action plan and resource choice of playtime equipment. The children at St Gregory's are extremely considerate and thoughtful to children with special educational needs and this is often reflected in their decisions.

Pupils' views are also sought through:

- Eco council and school council
- Target setting for personal performance including reviews and targeted support plans

What arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

Complaints procedure

In the event of a complaint, there is a formal complaints procedure detailed on the school website. However, most issues can usually be resolved through discussion with the Headteacher and we would encourage dialogue to try to resolve issues together without having to progress to the formal complaints process.

How does the 'Governing Body' involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

How the governing body involves other agencies

- There is a nominated SEND governor who meets regularly with the SENDCO and reports back to governors on the issues surrounding SEND

How do I access the contact details of support services for my child with special educational needs?

SEND Support Services can be contacted at the following address: SEND

service
4 Floor
Joint Divisional Offices
East Cliff
Preston
PR1 3JT

School's named SEND Officer is Susan Hurst

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Transition

We support the children's transition to our school, between every class, and also to high school in a variety of ways including:

- An individually tailored transition programme to become familiar with staff and peers before joining our school.
- An environmental audit takes place prior to beginning school for those children with physical needs

- Liaison and support from outside agencies to ensure correct provision is in place prior to joining our school
- Appropriate equipment in place for children with physical needs in place prior to joining our school
- Detailed liaison between staff and parents
- Familiarisation programme with new staff and location when moving class each year
- Transition meetings with the high school that the pupil will be attending along with parents and other stakeholders
- Invitation of high school to any EHCP reviews or TAF's
- Extra visits to the school if deemed appropriate including participation in our main feeder high school's 'get set programme'
- Individual files including all relevant documentation forwarded to the high school

Where will I find information on where the local authority's local offer is published?

The local offer can be found at:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

- St Gregory's part of the local offer can be accessed on the parents' page of the school website:

https://files.schudio.com/stgregoryscpschorley/files/St_Gregory-s_Local_Offer_2023.pdf

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