

Special Educational Needs Information Report 2025-2026

St. Gabriel's RC Primary School

Our Vision



Our school is an inclusive school as it welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement. Our expectation is that everyone has the capacity to be successful and it is our job to ensure all children fulfil their full potential regardless of the barriers that their need presents. We put children and family at the centre of that provision and ensure that you are fully involved in decisions that are made.

We have set ourselves a mission for special educational needs which is 'the tailored packages of support for pupils with special educational needs and/or disabilities are closely matched to their needs and, as a result, they make good or better progress. There is a consistent understanding of need and provision across the school.' What this means is that we get to know each child as an individual and provide what they need to make progress.

Tailored provision is described via our 'local offer' and within the SEN information report and in our policy documents. Children and families are at the heart of our offer. Follow the link below to access these documents.

<http://www.stgabrielsrc.com/school-information/special-educational-needs/>

The kinds of special educational needs for which provision is made at the school

- COGNITION AND LEARNING Examples: Specific Learning Difficulties, Moderate Learning Difficulties, Dyscalculia, Dyslexia, Dyspraxia, Short Term Memory
- SENSORY, MEDICAL AND PHYSICAL Examples: Asthma, Allergies, Visual Impairment, Hearing Impairment
- COMMUNICATION AND INTERACTION Examples: Speech Difficulties, Receptive Language, Expressive Language, Autistic Spectrum Condition
- SOCIAL, EMOTIONAL AND MENTAL HEALTH Examples: Attachment, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder.

Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEND.

If parents or carers inform us that they believe their child may have SEND, we will discuss these concerns with them and carry out appropriate checks and assessments. We will share our findings with parents and carers, agree on the next steps, and discuss how they can support their child at home.

If school staff identify potential SEND, this may be due to a child not making the same progress as their peers, experiencing difficulties following instructions, or struggling to respond to questions. In such cases, we will observe the child closely, assess their understanding of classroom activities, and use appropriate screening tools or assessments to identify the underlying causes of difficulty. Where necessary, we will seek advice and support from external professionals to ensure the child receives the appropriate provision.

Children may be identified as having Special Educational Needs and Disabilities (SEND) through a variety of ways, including the following:

- A child is performing below age-related expectations or is making less than expected progress. This may include situations where:
 - Progress is significantly slower than that of peers from the same starting point
 - The child fails to meet or sustain their previous rate of progress
 - The attainment gap between the child and their peers does not close, particularly on entry to the school
 - The attainment gap widens over time
- Concerns raised by parents or carers
- Concerns raised by class teachers, for example where behaviour, emotional well-being, or self-esteem is impacting on learning and progress
- Discussions between class teachers and members of the senior leadership team, informed by pupil progress and attainment data
- Liaison with external agencies, such as the Educational Psychology Service, Speech and Language Therapy or Rochdale Additional Needs Team
- Information shared by a child's previous school or early years setting, where applicable

When a child is raised as a concern through any of these channels, the class teacher's first step is to meet with the child's parents or carers to discuss the concerns. Following this meeting, a range of in-class intervention programmes will be implemented to support the child and help to close any identified gaps in learning or development. Discussions will also include guidance on how parents and carers can support their child at home.

This initial intervention period typically lasts approximately six weeks, during which progress is carefully monitored and reviewed. If sufficient progress is not made, and with parental consent, the child will be discussed at the next Special Educational Needs and Disabilities (SEND) review meeting to determine the next steps in support. These may include additional or more targeted interventions, as well as referrals to specialist services such as the Educational Psychologist, Speech and Language Therapy, or Child and Adolescent Mental Health Services (CAMHS).

Further diagnostic assessments may also be undertaken to ensure that the child's specific barriers to learning are fully understood. Parents, carers, and where appropriate the child, are consulted and involved at every stage of this process.

Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans, including
a. How the school evaluates the effectiveness of its provision for such pupils.

- Pupils' attainment and progress are tracked and reviewed three times a year using school assessment systems.
- Monitoring and evaluation are carried out by the class teachers, the Headteacher, and the SENDCo.

- The school's provision map is evaluated and updated three times a year to ensure interventions are appropriate and effective.
- The SEND policy is reviewed annually to reflect current practice, statutory guidance and the needs of pupils.
- Feedback from parents and carers is gathered through meetings, surveys and ongoing communication and is used to inform provision.
- The impact of targeted interventions is measured to ensure they are supporting progress and removing barriers to learning.
- Provision for pupils with SEND is mapped across the school to ensure consistency, equity and effective use of resources.
- Pupil outcomes and progress are regularly reviewed to inform future planning and decision-making.

b.The school's arrangements for assessing and review the progress of pupils with SEND

- SEND reviews and provision maps are evaluated and updated three times a year to ensure support remains appropriate and effective.
- Pupils' attainment and progress are tracked three times per year. For some pupils with more complex SEND, progress is monitored using alternative assessment tools such as Pre-Key Stage Standards, the Early Years Developmental Journal, or the Cherry Tree *Garden Branches*.
- The progress of pupils receiving Speech and Language Therapy (SaLT) is assessed and reviewed regularly throughout the year by the Speech and Language Therapist.
- For pupils with Educational Psychology (EP) involvement, the school follows a cyclical process of consultation meetings, target setting, and target reviews.
- For pupils with Education, Health and Care Plans (EHCPs), an annual review is held once a year. For children under the age of five with an EHCP, reviews take place every six months. Interim review meetings may also be held where necessary.
- When assessing pupils with SEND, careful consideration is given to reasonable adjustments to meet individual needs. This may include the use of a reader, scribe, additional time, or rest breaks. Wherever possible and permitted, the support provided during assessments reflects the support routinely provided in the classroom.
- Progress meetings are held termly with the Headteacher to review pupil outcomes and the effectiveness of provision.
- Initial concerns are discussed with the SENDCo, followed by meetings with parents or carers. Referrals to external agencies or placement on appropriate intervention programmes are made where appropriate.
- The school seeks advice and assessment from Educational Psychology and other relevant services, including health, social care, Rochdale Additional Needs Team, and Speech and Language Therapy, as required.
- Further information regarding the implementation of the school's SEND policy is available on the school website

c.The school's approach to teaching pupils with SEND

- Every teacher is a teacher of every child, including those with Special Educational Needs and/or Disabilities (SEND).
- Our approach to SEND is fully inclusive. We are committed to ensuring that all children are fully included in the life of the school and that reasonable adjustments are made where appropriate to support individual needs.
- The fundamental aim of the school is to enable every child to embrace and fulfil their unique potential.
- Unlocking potential and removing barriers to learning is a core commitment of the school. We work in partnership with families to ensure high aspirations and positive outcomes for all children.
- High-quality, inclusive teaching ("quality first teaching") is delivered in all classrooms.
- Provision for pupils with SEND is a whole-school responsibility. Alongside the Governing Body, the Headteacher, SENDCo, and all staff have clear and important day-to-day responsibilities. All teachers are responsible for the progress and well-being of pupils with SEND.
- At the heart of the school's practice is a continuous cycle of assess, plan, do, and review, ensuring that teaching and provision reflect the wide range of abilities,

aptitudes, and interests of all pupils.

- Pupils with SEND receive support that is additional to or different from that provided for other pupils. We aim to identify additional needs as early as possible, including on admission, throughout the Foundation Stage, and as pupils progress through the school. Assessment may include observation, teacher assessment, and the use of appropriate screening or standardised assessments to enable comparisons with age-related expectations.
- Early intervention is a key priority in supporting pupils with SEND.
- The school follows a graduated response to identifying, assessing and meeting SEND.

d. How the school adapts the curriculum and learning environment

- The school uses its expertise in supporting pupils with special educational needs to ensure that the curriculum and learning environment are accessible to all. The Teaching and Learning Policy outlines the resources and strategies that are standard across all classrooms to create an inclusive environment and to ensure that no pupil is singled out through the use of specific equipment, such as coloured overlays, highlighter pens, or visual timetables.
- The school acts on advice and recommendations from external professionals to adapt the curriculum and learning environment on an individual basis where required. This may include the use of personalised workstations or tailored resources. Teaching is adapted to meet the needs of all pupils, including those with SEND.
- All classrooms are designed to be learning-friendly environments and include features such as clearly labelled resources, visual timetables, and working walls to support understanding, independence, and engagement for all pupils.

e. Additional support for learning that is available for pupils with SEND

- A wide range of programmes are delivered within the classroom as part of high-quality, inclusive quality first teaching.
- For pupils who require additional support beyond the classroom, targeted intervention programmes are delivered by class teachers or trained Teaching Assistants.
- The school's Pastoral Manager delivers a comprehensive programme of interventions to support pupils who require additional emotional literacy or well-being support.
- A range of targeted intervention programmes are available for pupils who require additional support, including:
 - **Speech and Language:** A Speech and Language Therapist is employed one day per week to oversee interventions and individual support programmes.
 - **Cognition and Learning:** Precision Teaching, daily one-to-one reading, *Toe by Toe*, and one-to-one phonics interventions.
 - **Social, Emotional and Mental Health:** Lego Therapy, Emotional Literacy programmes and self-regulation strategies.
 - **Motor Skills:** Occupational Therapy pre-referral activities, sensory circuits, line guides and squares, and *Dough Disco*.
- Interventions are delivered in designated intervention rooms or appropriate learning spaces.
- The school has a dedicated sensory room to support pupils with sensory processing needs.
- The whole-school Zones of Regulation approach is embedded, with regulation stations in every classroom. Some pupils also have personalised regulation toolkits tailored to their individual needs.
- Interventions for individual pupils are recorded and mapped on Edukey, and their effectiveness is reviewed on a termly basis.
- The school follows the SEND Code of Practice (2014).
- Regular SEND review meetings are held to evaluate progress and plan next steps.

f. Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum; and include

- All extra-curricular clubs and enrichment activities
- Breakfast Club and After School Club
- School visits and residential trips, with appropriate support and reasonable adjustments where required
- SEND sports competitions
- Transition visits to support key points of change, such as moving between year groups or schools

g.Support that is available for improving the emotional and social development of pupils with SEND

- Guidance and support from the Pastoral Manager, including signposting to appropriate services
- Support from the Rochdale Additional Needs Service
- Access to Early Help Assessments where appropriate
- Emotional Literacy groups to develop self-awareness, coping strategies, and interpersonal skills
- Support and guidance from a Social Worker, where required
- Lego Therapy interventions to develop social communication and collaborative skills
- Regular PSHE lessons in each class to support personal, social, and health education
- Access to Child and Adolescent Mental Health Services (CAMHS) for specialist mental health support
- Opportunities for outdoor learning, allowing children to build confidence, self-esteem, and resilience through hands-on experiences in natural environments.

In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO

The SENDCO is:

Miss L Doyle

01706 650280

ldoyle@stgabrielsrc.rochdale.sch.uk

Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured

- The SENDCO has overall responsibility for SEND provision and holds the NASENCO professional qualification.
- Seven members of staff are trained First Aiders.
- All staff receive annual training in asthma care.
- All staff are Epipen trained.
- All staff have received diabetes management training.
- All staff are trained in Team Teach approaches to support behaviour management safely.
- All Teaching Assistants are trained to deliver Read, Write Inc. literacy interventions.
- The school receives support from local authority specialists for pupils with hearing impairments, communication difficulties, and motor skills needs.
- Continuing Professional Development (CPD) is offered regularly, tailored to the needs of staff and pupils.
- Towards the end of the school year, teachers meet with their class's next year teacher to hand over SEND information.

Information about how equipment and facilities to support CYP with SEND will be secured

The school ensures that pupils with SEND have access to the necessary equipment and facilities to support their learning and well-being. This process includes:

- Consultation with relevant external agencies involved in supporting the child.
- Discussions with parents and carers to identify needs and agree appropriate provision.
- Discussions with the Headteacher to plan and allocate resources effectively.
- Provision of equipment and facilities to support pupils with SEND is treated as a non-negotiable priority, in line with the principle of reasonable adjustments under the Equality Act 2010.

The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child

The school values the views of parents and carers and ensures they are fully involved in supporting their child's learning and development:

- Throughout the year, there are two parents' evenings and an end-of-year report, during which meetings are held with the Class Teacher and/or SENDCo to discuss the child's needs and progress.
- Parental views are actively sought during these meetings to inform support and provision.
- A school-based parent survey provides additional opportunities for parents to give feedback on SEND provision.
- Progress and outcomes are discussed during consultation meetings with the Educational Psychologist (EP), with reports shared and outcomes explained to parents.
- Progress and outcomes from assessments by other external agencies are also discussed in consultation meetings with parents.
- For pupils with Education, Health and Care (EHC) plans, progress is reviewed at annual reviews. During the Year 5 review, transition to secondary school is discussed with parents and the Local Authority. Additional interim meetings may be arranged if necessary.
- Parents may be invited to school to discuss their child's progress at any time.
- Parents may request a meeting with the SENDCo and/or Class Teacher at any point during the year to discuss concerns or updates.

The arrangements for consulting young people with SEND about, and involving them in, their education

- For all children with an Education, Health and Care Plan (EHCP), a child-centred review document is completed to ensure the pupil's views and aspirations are fully considered in their annual review.
- For all other pupils with SEND, both pupil and parental aspirations are sought and incorporated into their pupil passport.
- Pupil Passports **or** Individual Learning Plans (ILPs) are in place for every child on the SEND register, outlining strengths, needs, and agreed strategies.
- Pupil Voice activities are conducted to gather the child's views and perspectives on their learning and school experience. Tools such as Strengths and Difficulties Questionnaires (SDQs) are also used to inform support planning.

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

- The first point of contact for any concerns is the class teacher, followed by the SENDCo and then the Headteacher.
- If the complaint cannot be resolved at these stages, it may be referred to the Chair of Governors.
- A full copy of the school's complaints procedure is available on the school website.

- If the complaint remains unresolved, and it concerns SEN provision, parents may seek guidance from the Local Authority SEN team, who can provide information about the appeal process.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such children

The governing body works closely with a range of external agencies to ensure that pupils with SEND and their families receive appropriate support:

- The school nurse team is available to support the health and well-being of pupils and to provide advice to staff and families.
- The school collaborates with other agencies to signpost families to additional support and services.
- Close liaison is maintained with the Educational Psychologist (EP), Rochdale Additional Needs Service (RANS), and other relevant health and social care professionals, including Hearing Impairment (HI) and Visual Impairment (VI) specialists, Occupational Therapists (OT), and Speech and Language Therapists (SALT).
- Governors receive termly briefings on the progress of the SEND policy, including the involvement of outside agencies and the impact of their support on pupils' outcomes.

The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

- Barnados Independent Supporters Service
- Parent Partnership (Rochdale)
- LA Local Offer, of which the school is part. The LA's Local Offer signposts the relevant services for parents and we work closely with parents in school to help them find the relevant help and support for them.
- Full contact details are available on <https://www.rochdale.gov.uk/specific-educational-needs/local-offer>

The contact details of support services for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living

- The LA's Local Offer signposts the relevant services for parents and we work closely with parents in school to help them find the relevant help and support for them.

Information on where the local authority's local offer is published

- Rochdale LA's Local Offer can be found on <https://www.rochdale.gov.uk/specific-educational-needs/local-offer>
- The school's Local Offer forms part of the LA's Local Offer. Our Local Offer is available on the school's website.

Date: February 2026

Date for Review: February 2027