

ST GABRIEL'S CATHOLIC PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY



Adopted January 2026

To be reviewed January 2027

#### School Vision and Values

At St Gabriel's Catholic Primary School, we believe that every child is created in the image and likeness of God. Jesus Christ is at the heart of our loving Catholic community, and His example guides all that we do. Our mission is to nurture a strong Christian awareness of the wider community and to promote high standards of learning, behaviour and care.

We are committed to ensuring that every pupil receives a high-quality education that supports their academic, emotional and spiritual development. We adopt a holistic approach that values education, emotion and empathy, and we strive to help all children become the very best they can be. Our SEND provision reflects our mission to nurture, support and celebrate the uniqueness of every child.

#### **1. Aims of Our SEND Provision**

At St Gabriel's, we aim to identify SEND as early and as accurately as possible so that appropriate support can be put in place. We are committed to providing high-quality, inclusive teaching that enables pupils with SEND to access a broad and balanced curriculum. We work in close partnership with parents, carers and external agencies, and we promote ambition, aspiration and independence for all learners. Our aim is to support pupils with SEND so that they can achieve their full potential academically, socially and emotionally.

#### **2. What Are Special Educational Needs and Disabilities (SEND)?**

A child or young person is considered to have SEND if they have a learning difficulty or disability that requires special educational provision. A learning difficulty or disability may be present when a child has significantly greater difficulty in learning than the majority of others of the same age, or when a disability prevents or hinders them from making use of educational facilities provided for their peers.

The SEND Code of Practice identifies four broad areas of need. Children with communication and interaction needs may experience difficulties with speech, language or social communication, which may include those with neuro-divergence. Children with cognition and learning needs may learn at a slower pace than their peers and may have moderate, severe or profound learning difficulties. Children with social, emotional and mental health needs may experience challenges such as anxiety, withdrawal, difficulties with emotional regulation, ADHD or attachment-related needs. Children with sensory and/or physical needs may have vision or hearing impairments, multi-sensory impairments or physical disabilities that affect their access to learning.

### **3. St Gabriel's Approach to Supporting Children with SEND**

We follow a graduated approach to supporting pupils with SEND. Our first level of support is Quality First Teaching, where teachers maintain high expectations for all pupils and provide adaptive, well-planned lessons that meet a wide range of needs. Lessons are designed to be engaging and accessible, with opportunities for pupils to revisit and consolidate learning.

If additional support is required, pupils may take part in small-group interventions delivered by trained staff. These sessions are carefully planned, time-limited and designed to target specific areas of need. Examples of interventions include Sensory Circuits, Little Wandle Catch-Up, Emotional Coaching, WordWasp, Power of 2, Lego Therapy, MOVES and Mindstage. As our provision evolves, further interventions may be introduced to ensure that pupils receive the most effective support available.

Where a pupil requires more personalised support, an Individual Support Plan is created in collaboration with parents, pupils and staff. This plan outlines tailored targets and provision, and may involve referrals to external professionals.

For pupils with more complex needs, the school may request an Education, Health and Care Needs Assessment, which may lead to an Education, Health and Care Plan (EHCP). Further information is available through Staffordshire's Local Offer.

### **4. Identifying and Assessing Pupils with SEND**

We are committed to identifying SEND as early as possible. Some children may already have identified needs before joining our school, and in these cases we work closely with nurseries and families to ensure a smooth transition. Parents are encouraged to share

any concerns with the class teacher or SENDCo at any time, and we value their insight into their child's development.

Teachers continually monitor pupils' progress and development. When concerns arise, they meet with parents to discuss observations, agree next steps and plan appropriate provision. This collaborative approach ensures that support is timely, targeted and effective.

## **5. Teaching Approaches and Interventions**

All pupils at St Gabriel's receive high-quality, differentiated teaching that is designed to meet a wide range of learning needs. Teachers adapt lessons thoughtfully and use a variety of strategies to ensure that pupils with SEND can access the curriculum. Support Plans help teachers to understand individual learning profiles and to make appropriate adjustments.

We offer a range of interventions to support specific areas of need. These may include pre-teaching of vocabulary, the use of visual timetables and ICT to support learning. In English, pupils may benefit from approaches such as EPATT, Precision Teaching, Little Wandle Catch-Up, Spelling Shed, Literacy Shed, inference work, paired reading or one-to-one reading. In mathematics, pupils may access practical resources to support the teaching of the White Rose Maths. Speech and language needs may be supported through Talking Partners, SALT programmes and visual aids. Physical development may be supported through fine or gross motor activities and interventions. Social, emotional and mental health needs may be supported through individual support and reward systems, Family Support, Sensory Circuits or the Mindstage provision.

## **6. Involving Parents and Children**

We believe that strong partnerships with families are essential. From the earliest stage, we work closely with parents to develop a shared understanding of their child's strengths, difficulties and aspirations. Early discussions help us to agree outcomes and plan next steps together.

Targets are reviewed regularly with parents and pupils, and we encourage open communication at all times. We operate an open-door approach and welcome conversations with families whenever they have questions or concerns.

## **7. SEND Pupil Engagement**

Pupils with SEND are fully included in all aspects of school life. They access the full curriculum alongside their peers and receive the support they need to participate meaningfully in lessons. We ensure that pupils with SEND are able to take part in after-school clubs, leadership opportunities and enrichment activities, including school council, choir, football and athletics.

## **8. Pastoral Support**

Our Catholic ethos shapes our pastoral care. Staff receive regular training and follow established procedures to identify pupils who may require additional emotional or pastoral support. We recognise that pupils with SEND may have specific pastoral needs, and we tailor support accordingly. These needs are discussed during Learning Reviews and Support Plan meetings to ensure that provision is holistic and responsive.

## **9. Social, Emotional and Mental Health Support**

When pupils experience social, emotional or mental health difficulties, we provide a range of supportive strategies. These may include class-based approaches, personalised programmes or support from the SENDCo or Welfare Officer. Where appropriate, we work with external agencies such as CAMHS to ensure that pupils receive specialist support.

## **10. Transition Support**

Transitions can be challenging for pupils with SEND, and we work carefully to ensure that they are as smooth and positive as possible. Children joining Reception take part in transition activities. Pupils moving between year groups meet their new teachers and complete a transition day to help them prepare; extra resources may be made to support those who find transitions particularly challenging.

When pupils move to a new school, we share information promptly and discuss any special arrangements that may be required. For pupils moving to secondary school, the SENDCo meets with secondary SENDCos to ensure that needs are understood, and pupils may attend additional nurture or transition days.

## **11. Key Staff and Expertise**

Our staff team includes teaching assistants trained in a range of evidence-based interventions, including EPATT, MOVES, Sensory Circuits, WordWasp, Power of 2, Lego Therapy and Precision Teaching. We also have a bilingual teacher who supports learners and their families, and three members of staff who hold the National SENDCo Award.

Staff receive ongoing training in areas such as safeguarding, medical needs, speech and language, attachment, emotional coaching, autism awareness and bereavement support. We work closely with external professionals including educational psychologists, speech and language therapists, paediatricians, Autism Outreach, CAMHS, occupational therapists, family support workers, Malachi etc.

## **12. Admission Arrangements**

St Gabriel's follows Staffordshire County Council's admissions policy and complies with the Children and Families Act 2014, the SEND Regulations 2014 and the Equality Act

2010. We welcome all pupils and make reasonable adjustments to ensure that children with SEND can access our school fully and successfully.

### **13. Accessibility**

Our school environment is largely accessible, with the main building situated on one level. A disabled toilet is available, and we make reasonable adjustments as needed to support individual pupils. We continually review our accessibility arrangements to ensure that all pupils can participate fully in school life.

### **14. Medical Needs**

We are committed to supporting pupils with medical conditions. Where necessary, we work with health professionals, parents and pupils to create Individual Health Care Plans that outline day-to-day care requirements. We ensure that pupils with medical needs can access all aspects of school life, including trips and physical education.

### **15. Local Offer**

Staffordshire's Local Offer provides information about SEND services for children and young people aged 0-25. Families can access this information at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

### **16. Evaluating the Effectiveness of SEND Provision**

We regularly evaluate the effectiveness of our SEND provision through assessments, book reviews, pupil voice activities and SEND surgeries. We measure the impact of interventions and ensure that they are only continued when they lead to clear progress. Feedback from parents and pupils plays an important role in shaping our provision.

### **17. Handling Complaints**

We encourage parents to discuss any concerns with the class teacher, SENDCo or Headteacher. We aim to resolve issues promptly and collaboratively. Our complaints procedure follows Local Authority guidelines and reflects our commitment to strong partnerships with families.

### **18. Roles and Responsibilities**

At St Gabriel's, supporting pupils with SEND is a shared responsibility. The SENDCo, Miss Cunningham, leads the strategic development of SEND provision and works closely with staff, families and external professionals. The Headteacher ensures that the school fulfils its statutory duties and that resources are allocated appropriately. The Governing Body monitors the effectiveness of SEND provision and supports the strategic direction of the school. Teachers provide high-quality, inclusive teaching and adapt their lessons to meet individual needs. Teaching assistants deliver targeted support and contribute to pupils' academic and emotional development.