

## SEND INFORMATION REPORT



Adopted January 2026

To be reviewed January 2027

This SEND Information Report explains how St Gabriel's Catholic Primary School identifies, supports and monitors pupils with Special Educational Needs and Disabilities (SEND). It is updated annually and reflects the requirements of the SEND Code of Practice (2015).

### **1. How does the school identify children with SEND?**

St Gabriel's identifies SEND as early as possible so that appropriate support can be put in place. We gather information from pre-school settings, hold transition meetings and review any existing support plans. Teachers continually monitor pupils' progress and development, and they share concerns promptly with parents and the SENDCo. Parents are encouraged to raise any concerns they may have, and their insights are valued as part of the identification process. When concerns arise, we meet with families to discuss observations, agree next steps and plan provision.

### **2. How does the school assess children's needs?**

Assessment is ongoing and forms part of everyday teaching. Teachers use observations, classwork, assessments and professional judgement to identify barriers to learning. When needed, the SENDCo may carry out further assessments or seek advice from external professionals such as educational psychologists or speech and language therapists. This helps us build a clear picture of a child's strengths and areas of difficulty.

### **3. How does the school support children with SEND?**

Support begins with high-quality, inclusive teaching. Teachers adapt lessons to meet individual needs and use strategies such as visual timetables, pre-teaching and scaffolded tasks. When additional support is required, pupils may take part in small-group or individual interventions. These may include, for example, Sensory Circuits, Little Wandle Catch-Up, Emotional Coaching, WordWasp, Power of 2, Lego Therapy, MOVES or Mindstage. As our provision evolves, further interventions may be introduced to ensure that pupils receive the most effective support available.

For pupils who require personalised support, an Individual Support Plan is created in collaboration with parents and pupils. This plan outlines specific targets and strategies. For pupils with more complex needs, the school may request an Education, Health and Care Needs Assessment.

#### **4. How will the curriculum and learning environment be adapted?**

Teachers adapt lessons thoughtfully to ensure that all pupils can access the curriculum. Adaptations may include differentiated tasks, additional modelling, visual prompts, practical resources, ICT support and opportunities to revisit learning. Support Plans help teachers understand individual learning profiles and make appropriate adjustments. The school environment is largely accessible, and reasonable adjustments are made when needed.

#### **5. How does the school evaluate the effectiveness of its SEND provision?**

We regularly evaluate the impact of SEND provision through assessments, book reviews, pupil voice activities and SEND surgeries. Interventions are monitored closely, and their effectiveness is measured through pre- and post-assessments where appropriate. Provision is adapted or replaced when it no longer meets pupils' needs. Feedback from parents and pupils plays an important role in shaping our approach.

#### **6. How are parents involved in their child's SEND support?**

We believe that strong partnerships with families are essential. Parents are involved from the earliest stage of identification and are invited to share their views, concerns and aspirations. Targets and support plans are reviewed regularly with parents, and we encourage open communication at all times. We operate an open-door approach and welcome conversations whenever families have questions or concerns.

#### **7. How are pupils involved in their own SEND support?**

Pupils are encouraged to take an active role in their learning. They help identify their strengths, discuss their targets and reflect on their progress. During reviews, pupils are invited to share what is working well and what they feel they need next. This helps ensure that support is meaningful and personalised.

#### **8. What training do staff receive to support pupils with SEND?**

Staff receive regular training to ensure they can meet a wide range of needs. Our teaching assistants are trained in interventions such as EPATT, MOVES, Sensory Circuits, WordWasp, Power of 2, Lego Therapy and Precision Teaching. Staff training also includes safeguarding, medical needs, speech and language development, attachment, emotional coaching, autism awareness and bereavement support. Three members of staff hold the National SENDCo Award.

### **9. How does the school support pupils' emotional and social development?**

Pastoral care is central to our Catholic ethos. Staff are skilled in supporting pupils' emotional wellbeing and follow established procedures to identify those who may need additional help. Support may include class-based strategies, personalised programmes, sessions with the SENDCo or Welfare Officer, or referrals to external agencies such as CAMHS. Programmes such as Mindstage and Sensory Circuits also support emotional regulation and wellbeing.

### **10. How does the school support transitions?**

Transitions are carefully planned to ensure they are positive and supportive. Children joining Reception take part in transition activities and may receive home or nursery visits. Pupils moving between year groups meet their new teachers and may complete transition books. When pupils move to a new school, we share information promptly and discuss any special arrangements required. For pupils moving to secondary school, the SENDCo meets with secondary SENDCos, and pupils may attend additional nurture or transition days.

### **11. How does the school ensure accessibility?**

The school is largely accessible on one level, and a disabled toilet is available. We make reasonable adjustments to support individual pupils and continually review our accessibility arrangements. Our Accessibility Plan outlines how we plan to improve access over time.

### **12. How are pupils with medical needs supported?**

Pupils with medical needs are fully supported to access all aspects of school life. We work closely with health professionals, parents and pupils to create Individual Health Care Plans when required. Staff receive appropriate training to support medical conditions, and pupils are included in school trips, PE and enrichment activities wherever possible.

### **13. What external agencies does the school work with?**

We work with a range of external professionals to support pupils' needs. These may include educational psychologists, speech and language therapists, paediatricians, Autism Outreach, CAMHS, occupational therapists, family support workers and Malachi etc. Referrals are made in consultation with parents.

### **14. Who should parents contact if they have concerns about SEND?**

Parents are encouraged to speak with their child's class teacher in the first instance. They may also contact the SENDCo, Miss Cunningham, or the Headteacher. We aim to resolve concerns promptly and collaboratively. Our complaints procedure follows Local Authority guidelines and is available on the school website.

**15. Where can families find further information?**

Further information about SEND services in Staffordshire can be found in the Local Offer:

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