

St Gabriel's C of E
Primary School



Special Educational Needs and Disability Information Report

2026 – 2027



St Gabriel's Christian ethos underpins every aspect of its policy and practice.

Our St Gabriel's family nurtures every child to develop a sense of self-belief, giving them **courage** to take risks in a bid to be the best that they can be. They develop **friendship** and **respect** for each other. They are surrounded by God's **love**, guiding them to offer **forgiveness** for those who may do wrong against them.

They do this knowing that Jesus is by their side, guiding them to flourish, as they follow their chosen path.



Philippians 4:13

I can do all things through Christ who gives me strength.

Our Christian vision encompasses our Christian values.

Our key values are **love**, **forgiveness**, **respect**, **friendship** and **courage**.

They underpin everything that we do at St Gabriel's.



Love



Forgiveness



Respect



Friendship



Courage



Special Educational Needs and Disability Information Report

September 2026



Special Educational Needs and Disability coordinator (SENDCO): Mrs L Crossley

Special Educational Needs and Disability Governor : Ms H Forrest

Contact 0161 653 9587

School Website www.stgabrielsce.rochdale.sch.uk

What is a Special Educational Need and Disability?

The Children and Families Act 2014 clause 20 says that:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she-
 - (a) Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection 2. When of a compulsory school age (or would be likely, if no special education provision were made).
4. A child or young person does not have a learning difficulty or disability solely because of the language (or form of language) which is or has been spoken at home.



Inclusion statement

At St Gabriel's our provision is inclusive, which means that all children are regarded as full members of the community. Pupils have full access to the environment, resources, staff and activities and the school carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups. Our children are taught in classes where children with Special Educational Needs and Disabilities work alongside those who do not have Special Educational Needs and Disabilities and all children are encouraged to value each other individually.

Although we recognise every child is unique, Special Educational Needs in children are categorised into four broad areas of need and support.

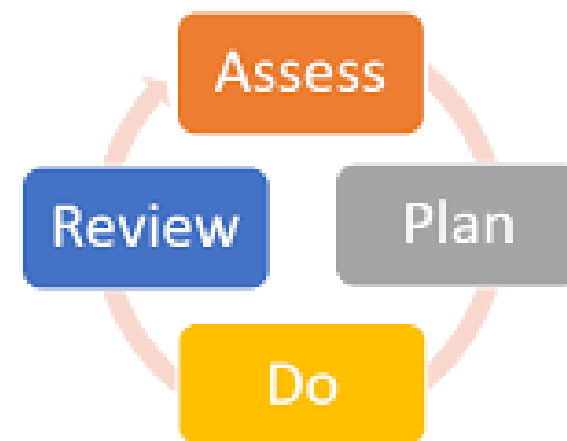
Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Need
This area relates to difficulties with communicating with others and understanding or using language. It can include: Understanding spoken language or instructions; Expressing thoughts, needs or feelings; Developing vocabulary and conversation skills; Understanding social cues, body language or facial expressions; Taking turns and maintaining conversations; Difficulties with social interaction.	This area relates to difficulties with learning, processing and retaining information. It can include: Difficulties with reading, writing or spelling; Problems with memory or processing information; Difficulty understanding mathematical concepts; Learning at a slower pace than peers; Difficulties applying previously learned skills to new situations; Specific learning difficulties such as dyslexia or dyscalculia. Examples include: Moderate Learning Difficulties (MLD) Severe Learning Difficulties	This area relates to difficulties affecting a child's emotional wellbeing, behaviour and ability to engage with learning and relationships. It may include: Anxiety or persistent worry; Difficulties managing emotions; Low self-esteem; Difficulty forming or maintaining relationships; Emotional regulation difficulties; Behaviour that may communicate an underlying need; Difficulties concentrating or remaining engaged. Some children with ADHD,	This area relates to difficulties involving a child's senses, physical development, movement or medical/physical needs. It can include: Hearing impairment; Visual impairment; Physical disabilities; Sensory processing difficulties; Difficulties with coordination or motor skills; Medical conditions that affect access to education.

	(SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD), such as dyslexia, dyspraxia or dyscalculia.	anxiety disorders or other emotional/mental health needs may require SEN support in this area, although a diagnosis is not necessary for a child to have SEN.	
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What do I do if I think my child has Special Educational Needs

Who to contact	• If you have concerns about your child's progress you could speak to your child's class teacher. • You can also speak to the SENDCO. • The Head teacher can be contacted if you have concerns about how your child's SEND is being managed.
School response	• Where there are concerns about your child's progress or learning, the teacher may raise this with the SENDCO. • The school has termly pupil progress meetings to monitor the progress of all pupils. If there are further concerns about your child's learning, the school will discuss this with you: • Any concerns you may have. • To plan any additional support your child may receive. • To discuss with you any referrals to outside professionals to support your child's learning. • How we could work together, to support your child at home/school.

Underpinning ALL of our provision in school is the **graduated approach** cycle of:



Who will support my child?

Who	Summary of responsibilities
Class Teacher	• Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet children's needs (also known as adaptation). • Checking on the progress of your child and identifying, planning for, and delivering any additional help your child may need (this could be targeted work, additional support, adapting resources etc) and talking about this with the SENDCO as necessary. • Writing Support Plans (previously called IEPs) and sharing these with parents termly. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and any specific adjustments which need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and/or specially planned work or resources. • Ensuring that the school's SEND practice is followed in their classroom and for all the pupils they teach with any SEND. You can contact the class teacher via the school office for an appointment or at the beginning or end of the school day to speak informally or via the school email address office@stgabrielsce.rochdale.sch.uk
Special Educational Needs Co-ordinator SENDCO Mrs Crossley	• Co-ordinate all the support for children with special educational needs (SEND) and developing the school's SEND practice to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensure you are involved in supporting your child's learning. • Ensure you are kept informed about the support your child is getting. • Ensure you are involved in reviewing how they are doing. • Ensure you are part of planning ahead for them. • Liaise with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist. • Update the school's SEND register, (a system for ensuring all the SEND needs of pupils in this school are known and understood) and checking/maintaining your child's records of progress and needs. • Provide specialist support for teachers and support staff. • Support your child's class teacher with creating and reviewing Support Plans, which identify targets. • Organise training for staff. • Liaise with cluster SENDCO's to ensure consistency of approach and practice.

	• Monitor, track and analyse progress and attainment of SEND pupils. • Liaise and ensure smooth transition between educational phases • Co-ordinate SEND interventions. • The day to day management of all aspects of the school, this includes support for children with SEND. • Entrusting the daily responsibility for SEND to the SENDCO and class teachers and overseeing effectiveness of this. • Ensuring the Governing Body is kept up to date about any issue relating to SEND. • Accountable for financial expenditure of SEND budget. SENDCO can be contacted by the school office for an appointment or via email: office@stgabrielsce.rochdale.sch.uk
Headteacher Mrs Chubb	• Oversee the effectiveness of provision for children with SEND. • Develop the school's SEND practice to make sure all children get a consistent, high quality response to meeting his or her needs in school. • Monitor, track and analyse the progress and attainment of all children. • Support the teaching staff and SENDCO. • Ensure effective and efficient, use of human, environmental and financial resources Headteacher can be contacted by the school office for an appointment or via email: office@stgabrielsce.rochdale.sch.uk
SEND Governor Ms Forrest	• Making sure that the school has an up to date SEND Policy and/or SEND Information Report. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure all SEND children achieve their potential in school. The Governor responsible can be contacted by the school office for an appointment or via email: office@stgabrielsce.rochdale.sch.uk

How could my child get help in school?

At St Gabriel's, we offer a **graduated approach** to Special Educational Needs and Disabilities so that a child will initially be supported by high quality teaching.

Types of support	What would this mean for your child?	Who receives this support?
Class Teacher •Quality first teaching	-Ensuring that the teacher has the highest possible expectation for your child and all pupils in their class. -Ensuring that all teaching is based on building on what your child already knows, can do and can understand. -Differentiated tasks, using different ways of teaching so that your child is fully involved in learning in class. This may involve more practical learning or provide different resources adapted for your child. -Putting in place specific strategies (which may be suggested by the SENDCO or outside staff) to support your child's learning. -Your child's progress is continually monitored by their class teacher. -Attendance, engagement in learning and behaviour are also monitored. -Their progress is reviewed formally every term. -You will be informed of your child's progress and attainment at Parent/Carers' evenings in the Autumn and Spring terms and will receive a school report at the end of the school year.	All children in school
Specific small group work which may be: •Run in the classroom or away from the classroom. •Run by a teacher or teaching assistant. These are	-Your child's class teacher or the SENDCO will have monitored your child's progress and will have planned specific group work to help close the gap between your child's achievement and that of their peers. -A Teacher or TA will run these small group sessions using the teacher's targets or a recommended programme. -Each child's progress is evaluated regularly, before and after the period of intervention. -Use of assistive technology e.g. Clicker -De-escalation areas/strategies -Sensory support/Sensory circuits/Fidgits	Any child who has specific gaps in their understanding of a subject/area of learning.

generally called 'Intervention groups' by schools	-IDL intervention (International Dyslexia Learning) -Phonics intervention (Little Wandle SEND Resources) -Shine intervention (linked with NTS Assessments)	
Early Intervention	Children at Early Intervention will have a Special Educational Needs support plan which will include targets that are currently being worked on and the additional provision that is put into place for that child. This individualised plan will be reviewed at least three times per year so that the outcomes can be closely monitored and adapted if necessary. If the class teacher and SENDCO feel that sufficient progress is not being made then a child may progress to the targeted support level.	Children who have been identified by the class teacher and SENDCO Your child may be placed on the School's SEND Register. The most important point is that the additional provision depends on the needs of the child.
Targeted support	Children may require support from school-based staff, or sometimes your child may need specialist support from a professional from an outside agency. This may be delivered in or out of school. This will be reflected in their support plan.	Children whose learning needs require specialist support and advice in addition to the support already received in school.
Children with Educational, Health Care Plans (EHCPs)	The school, or you, can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer on the Rochdale Council website: https://www.rochdale.gov.uk/specific-educational-needs/local-offer After the school has sent in the request to the Local Authority it will be decided whether your child's needs require statutory assessment. If this is the case they will ask you and all the professionals involved with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue to support your child seeking additional advice and support as appropriate. After the reports have all been sent in, the Local Authority will decide if your child's	Children with complex needs.

	needs are complex and require additional support in school to make good progress. If this is the case they will write an EHC Plan. The EHC Plan will outline the support your child will receive from the LA and how the support should be used and what strategies should be put in place. It will also have long and short-term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. The progress of children with an EHC Plan is formally reviewed at an Annual Review with parents and all other professionals involved.	
How is extra support allocated to children?	• Extra in-class support or group intervention is allocated by the class teacher, the SENDCO or other professionals involved with your child depending on their level of need. • Extra support from external professionals can be requested by the school. • Progress of all interventions and support is reviewed regularly to evaluate progress and to see whether changes can/should be made. • The school budget received from Rochdale Borough Council, includes money for supporting children with SEND. • From the overall school budget, the Headteacher decides on the budget for Special Educational Needs and Disabilities, in consultation with the school governors, on the basis of the needs of the children in the school. • The Headteacher and SENDCO, discuss all the information they have about SEND in school including: (1) The children getting extra support already (2) The children needing extra support. (3) The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. • Resources (including physical equipment)/training and support are reviewed regularly and changes made as needed.	

How do we support children across the school?

How have we made this school physically accessible to children with SEND?	• The school is accessible to children with physical difficulties via hand railings and ramps. • We ensure that equipment used is accessible to all children regardless of their needs. • The school has disabled toilet facilities. • The school has a medical room with a medical bed to support pupils.
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	• Toilets and bathroom areas have been risk assessed and adapted in accordance to the needs of individual pupils
How do we adapt the curriculum and the learning environment to support children with SEN?	-All children have an entitlement to a broad and balanced curriculum and pupils benefit from a range of teaching and learning styles; a carefully differentiated curriculum with clear learning objectives; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements which are used to inform the next stage of learning; access to ICT; and a broad range of extra-curricular activities and visits (including a residential visit in Year 5&6). This enables the pupils to understand the relevance and purpose of the learning activities. It also allows them to experience levels of understanding and rates of progress that bring about feelings of success and achievement. -Access to the curriculum is important and to ensure we get it right for children with Special Educational Needs we use a wide variety of resources to facilitate this. This includes the use of ICT and specialist equipment such as coloured overlays, writing slopes, pencil grips and adapted rulers and scissors. -It is worth pointing out that we do not routinely offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that all our extra-curricular activities, including our residential trip, are adapted for children's specific needs. As a fully inclusive school, all children participate in whole school curriculum and off-site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part. -We also offer a sensory/nurture room which is used for individual children as required who may need some quiet time or sensory input to support them through the school day. -Personalised timetables -Personalised curriculum (Cherry Garden Branch Maps, Preparation for Adulthood)
How will we measure the progress of your child in school?	All children are continually assessed as they progress through the school so that we can build upon their prior learning. The class teacher plans for all the pupils in their class, differentiating the task accordingly to suit any pupils' individual needs and is responsible for the assessment of their progress. Each class teacher will attend termly pupil progress meetings with their Headteacher to discuss the progress of pupils. The shared discussions will highlight if further support or intervention may be needed to increase progress and bring the child back on track to meet end of year targets.
How do we support the emotional, mental and	All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. We recognise that some children have extra emotional and social needs that

social development of pupils?	need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety etc. The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include: • Members of staff are readily available for pupils who wish to discuss issues and concerns. • Lunchtime supervisors are available on the yard at lunchtime to support others in play activities. • Clubs are available for those who find lunchtimes a challenge. • Several staff have attended mental health awareness training and use a range of strategies to support children with these needs. • Access to our Nurture Room. We also have an ELSA (Emotional Literacy Support Assistant) trained TA in school who is able to offer pastoral and mental health support to individual children and their families. This is available to all pupils as required and is led by the Headteacher.
How are the adults in school helped to work with children with SEND and what training do they have?	Part of the SENDCO's role is to support class teachers in planning for children with SEND. Individual teachers and support staff often attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How can your child be supported during transition in school?

How will we support your child with identified special needs before starting at school?	• We would like you to visit our school with your child to have a look around and speak to staff. • If other professionals are already involved, a meeting may be held to discuss your child's needs, share strategies used and ensure provision is put in place before your child starts. If possible, we would ask for supporting documents to be sent to us from professionals/other provisions, to support the transition. • We may visit your child if he or she is attending another provision. • We may suggest writing a plan of action to help your child to settle more easily.
How will we support your child when they are leaving this school or moving onto another class?	We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school: • We can contact the new school's SENDCO to pass on any special arrangements or support that need to be made for your child.

	• We will make sure that all records about your child are passed on as soon as possible. • We arrange a meeting with the SEND from the new school to discuss and pass on relevant information and documentation. When moving classes in school: • Information and relevant documents will be passed onto the new class teacher and a 'handover' meeting with the previous and new teacher will take place. • If your child would be helped by a book, or other resource to support them understand moving on, then it may be made for them. • There will be an opportunity for children to meet their new teacher and other adults who will be working with them and to see their new classroom. In Year 5 (in the Summer term): • Children with Statements or EHC Plans will have a 'transition review' of their progress and needs which will be an opportunity to discuss appropriate high school options. In Year 6: • The SENDCO from the high school attends the Educational Health Care Plan review meetings. • We arrange extra transition visits for your child to become familiar with their new surroundings. • In some cases, staff from the new school will visit your child in this school.
How will we support your child when they join our school part-way through the year?	If your child is planning on moving to our school: • We invite you to visit the school with your child to have a look around and speak to staff. • If other professionals are involved with the child, a meeting of all the professionals may be held to discuss your child's needs, share strategies used and ensure provision is put in place before your child starts: (1) We may put 'settling in' strategies in place. (2) If your child has moved to our school without a transition, we will contact the previous school to arrange for transfer of information as soon as is possible. Your child will be monitored and any necessary additional support will be discussed with the class teacher and other relevant professionals.

How can you be supported as a parent of a child with additional needs?

Parental/Carer and Pupil voice	Arrangements for consulting with parents and pupils will be made throughout all SEND processes. This is to ensure that there is a child-centred approach and a clear set of targets agreed that best match the child's needs.
What support do we have for you as a parent of a child with SEND?	We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. In addition: • The SENDCO is available to meet with you to discuss your child's progress or any concerns you may have. Please make an appointment to meet with the SENDCO. • All information from outside professional agencies may be discussed with you with the person involved directly or where this is not possible, in a report. The SENDCO may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Support Plans are reviewed regularly (at least termly). • EHC Plans are reviewed each year. • Homework may be adjusted to your child's individual needs. • A Home/School contact book may be used to support communication. • If your child is undergoing Statutory Assessment you will also be supported by the Children's Services SEND Caseworker. They will ensure that you fully understand the process. • Additional information and contacts of external support within the school community on our website.
How do we complain if things seem to be going wrong?	If there is a concern which is not resolved by the actions described please refer to the school's complaint procedure. If we are concerned regarding external provision or decisions made school will challenge those decisions, following a discussion with parents/carers.
How do we monitor and evaluate our SEN provision?	• Tracking of progress measured against national progress, individually and at a year group level. • Feedback from parents. • Lesson observations. • Individual case monitoring. • Pupil voice. • Report to governors

What specialist services and expertise are available to children with SEND at our school?

Senior leaders, teachers and teaching assistants are highly skilled in meeting the individual learning, behavioural and social needs of our children. The school accesses a range of specialist services including:

- School Nurse
- Speech and Language Therapist
- Occupational Therapist
- Educational Psychologists
- Physiotherapists
- Education Social Worker
- Vision and Hearing Support
- Outreach support from specialist schools
- Specialist support from Portage/Autism Social Communication Team
- Social services
- Social Care Family Support Worker
- Looked After Children Support Team
- Child and Adolescent Mental Health (CAMHS)
- Paediatricians
- Local Authority Education, Health and Care Plan Team
- Parent Partnership
- Local National Autistic Society
- Special Education Needs Assessment Advice Team
- ADHD Foundation

