

St Gabriel's C of E
Primary School



Special Educational Needs and Disability Policy

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

SEND Policy

2025-2026

Definition of Special Educational Needs

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- 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.

Taken from the Special Educational Needs and Disability Code of Practice 0-25 years, Department for Education, 2014.

St Gabriel's C.E. Primary School is a smaller than average Church of England school, set in an area of social deprivation. 12% of children have an additional education need and 28% of children are entitled to free school meals.

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 who do not have Special Educational Needs and Disabilities and all children are encouraged to value each other individually.

Aims

- To ensure that **all** children have access to a broad and balanced curriculum, differentiated where appropriate, to ensure that they reach their full potential.
- To ensure that all pupils with Special Educational Needs and Disabilities (SEND) have their needs identified.
- To ensure that all pupils with SEND are able to fully access the curriculum by removing their barriers to learning.
- To ensure that all pupils with SEND are included in all aspects of school life

Objectives

- To identify the needs of pupils with SEND as early as possible.
- To make appropriate provision to overcome all barriers to learning.
- To monitor the progress of SEND pupils effectively.
- To ensure pupils with SEND reach their full potential.
- To ensure pupils with SEND have full access to the National Curriculum.
- To seek the support of outside agencies when the needs of a pupil cannot be met by school alone.
- To involve parents at all stages of the graduated approach and support them in understanding procedures and practices.
- To ensure the views of pupils are taken into account when identifying their needs and removing their barriers to learning.

Admissions arrangements

Admission arrangements for SEND pupils will be the same as for all others. SEND paperwork must be passed to the Head teacher as soon as possible. A transition meeting may be set up between the feeding school and the Head teacher in order to facilitate the transfer of important information and to make the adequate arrangements, in advance (where possible) of pupils attending.

Identification

Teaching staff are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. They are responsible for raising concerns about pupils with the SENDCO.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. Other vulnerable groups that pupils may fall into i.e. child protection, LAC, EAL, FSM etc, must be considered. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The SENDCO will then monitor the pupil's needs and investigate further through observations, speaking to parents and staff and if appropriate, diagnostic testing.

Education Health and Care (EHC) assessment

If the school is unable to fully meet the needs of a pupil or the pupil is giving significant cause for concern, following all other possible/recommended actions, then a request for an Education Health and Care (EHC) assessment may need to be considered.

- The SENDCO is responsible for preparing and submitting the assessment paperwork for the school. Sometimes a request is made by parents, in which case, school will await the request for further evidence.

Personal Progress Plans (PPP)

- A PPP is a planning, teaching and reviewing tool which we use for SEND pupils.
- PPP targets are Specific, Measurable, Attainable, Relevant and Time-bound. PPPs can also be discussed at parents' evenings.
- The PPP sets out what additional provision is being made, when and how it is provided and by whom.
- A copy of a PPP is provided to parents.
- It is the class teacher's responsibility to share PPP targets with the pupil.
- PPPs will be reviewed once per term.
- The SENDCO will monitor PPPs.
- The PPP is a working document and will be made accessible to all concerned.

Storage and communication of information

- SEND files will be stored in a locked filing cabinet in the SENDCO's office.
- The SENDCO is responsible for storing information confidentially.
- Information will be shared with relevant members of staff where appropriate.
- Parents will be offered a private room for meetings regarding confidential discussions of SEND pupils.

Transfers of SEND files

- Copies of SEND files must be transferred safely to the receiving school when a pupil leaves. The school records must be stored in a locked cabinet for 25 years.

Allocation of Resources

- The Head teacher is responsible for the operational management of the specified and agreed resourcing for Special Educational Needs and Disabilities provision within the school, including the provision for children with Education, Health and Care Plans.
- The Headteacher informs the governing body of how funding allocated to support Special Educational Needs and Disabilities has been employed.
- The Head teacher and the SENDCO meet regularly so that the SENDCO can inform the Head teacher about any resource gaps.
- Intervention Groups are provided to give additional support to those children who need further teaching in specific areas of the curriculum. We currently run

intervention groups for English, Maths and for those children needing Nurture sessions. Each class from Reception Year to Year 6 has some children accessing intervention groups. These sessions are run by an experienced and suitably qualified teaching assistant and are tailored to meet the needs of individuals and small groups of children.

- Careful choice of resources is made to facilitate access to the curriculum. This may include specialist hearing equipment and / or ICT programmes to meet the needs of the targeted children.

Additional Facilities

- At St Gabriel's all of our classrooms are on one level, as we have a single storey building. We have a ramp to access the main entrance to the building and the double doors open fully to allow access for adults and children in wheelchairs.
- We have a disabled toilet situated in the first aid room. This room can also be used for discrete changing of pupils when necessary.

Roles and responsibilities

- ***The SENDCO***

The named SENDCO is Mrs Louise Crossley

The responsibilities of the SENDCO include:

- Overseeing the day to day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with and advising other members of staff.
- Storing and organising SEND information on pupils.
- Maintaining the SEND list for the school
- Attending progress meetings with staff.
- Liaising with parents of pupils with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- Liaising with school governors.
- Liaising with other schools.

- ***The Governing Body***

The named Governor for SEND is Miss Heather Forrest

The role of the Governing Body is to:

- Ensure that the necessary provision is made for any pupil who has SEND.
- Ensure staff in school are aware of the importance of identifying and providing for, those pupils with SEND.
- Report annually to parents on the number of pupils with SEND and the effectiveness of the school's system for identification, assessment, provision,

monitoring and record keeping, involvement with outside agencies and resource allocation.

- Ensure that pupils with SEND and /or disabilities have been made known to relevant members of staff in school.
- Ensure that pupils with SEND and/or disabilities have access to all areas of the curriculum.

- ***The Headteacher***

The Headteacher is Mrs Kathryn Chubb

The Headteacher has overall responsibility and will keep the Governing Body informed. The Headteacher will work closely with the SENDCO.

- ***Class teachers***

Class teachers are responsible for:

- Working together to develop and review procedures for identifying, assessing and making provision for pupils with SEND.
- Reporting concerns to the SENDCO.
- Liaising with parents regarding PPPs.
- Differentiating work appropriately for pupils with SEND and/or disabilities.
- Ensuring all pupils are able to contribute during lessons and are included in activities.
- Reporting training needs to the SENDCO.
- Ensuring Teaching Assistants have a copy of relevant IEPs or a summary of IEP targets for pupils they are working with.

- ***Teaching Assistants***

Teaching Assistants are responsible for:

- Delivering programmes of work for pupils who require additional support.
- Giving feedback to the class teacher about progress of individual pupils working in their group.

Parental Involvement

Parents will be able to provide very valuable information regarding the needs and abilities of pupils. They may also be able to provide valuable support at home and should be made aware of how school are supporting their children. Their views should be obtained when determining PPP targets and reviewing the progress made.

The school must make every effort to inform parents about:

- The identified needs of their child.
- The programmes of work being delivered to their child in school.
- How parents could support their child at home.
- The agencies that are involved and their advice.

Parents are invited to parent's evenings to discuss progress. If they are unable to attend, a copy of the PPP will be sent home with a letter inviting them to come in again to offer their views.

Parental complaints

- Initial concerns may be reported to the class teacher or SENDCO.
- If the concern is not resolved, a complaint should then be made to the Headteacher.
- If the action taken by the Headteacher does not resolve the concern, the complaint should then be made to the Governing Body.
- If the action taken by the Governing Body does not resolve the concern, the complaint should then be made to the Local Authority.

Evaluation/monitoring of the SEND policy

The SEND policy will be reviewed annually.

ABBREVIATIONS USED IN THIS POLICY

EAL – English as an Additional Language

FSM – Free School Meals

PPP –Personal Progress Plan

LA – Local Authority

LAC –Looked After Children

SEND –Special Educational Needs and Disabilities

SENDCO. – Special Educational Needs and Disabilities Co-ordinator

SMART –Specific, Measurable, Attainable, Relevant and Time-bound.

Approved at a Governing Body Meeting on _____

Signed _____ Headteacher

Signed _____ Headteacher

Signed _____ Chair of Governors