

St Gabriel's Roman Catholic High School:

Special Educational Needs and Disability (SEND) Information Report

Welcome to St Gabriel's SEND Information Report which contains our contribution to Bury's Local offer. At St Gabriel's we take pride in our inclusive and nurturing environment. Difference is valued and we focus on harnessing strengths, each student is challenged to be the best they can be.

The Special Educational Needs (Local Offer) Regulations 2014 prescribe the information that schools must publish on their own website, and also be available through the Local Authority's published Local Offer. This document is taken from Bury Council, Children Services framework and sets out the School Information Report for St Gabriel's Roman Catholic High School.

Our Mission Statement

Mission Statement:

At St Gabriel's we are an **inclusive** Catholic family who **embrace diverse** identities, faiths and beliefs.

We strive to use our God- given talents to **serve** others and to **succeed**. The Lord is our **strength**, which inspires us to make positive contributions to our school community and be valued members of our global society

All children in school receive quality first teaching; this means that a range of teaching and learning styles and appropriate learning objectives are set for all children with a curriculum matched to their needs. Some children may present with difficulties in accessing learning. They may need provision that is additional to, and different from the whole class differentiated teaching approach, in order for them to access learning and make progress. This may mean they have a Special Educational Need or Disability (SEND) which are categorised into four areas according to the 'Code of Practice':

- Social & Communication
- Cognition & Learning
- Emotional & Mental Health
- Sensory and Physical

Who are the best people to talk to about my child's special needs?

We have a dedicated team of highly trained and skilled professionals who actively want to engage with you as parents and carers to achieve the best outcomes for your child. Please do not hesitate to contact the SENDCo, the Assistant SENDCo, the SEND manager, your child's Head of Year or their Form Tutor.

The Special Educational Needs and disabilities Coordinator (SENDCo) at St. Gabriel's is Mrs. Shiels.

Contact: rshiels@stgabrielshigh.stoccat.org.uk

Telephone – 0161 764 3186

At St Gabriel's RC High School 14.8 % of pupils have Special Educational Needs and Disabilities (SEND) This is below the national percentage
(Number of pupils across all settings)

Year Group	Communication and interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and or Physical needs
7	11	13	10	3
8	13	15	9	5
9	11	4	7	1
10	11	13	7	2
11	6	5	9	2

What are the different types of support available for children with SEN at St. Gabriel's?

Students with SEND are educated in the classroom with their peers as part of our inclusive strategy but will receive intervention and support on a personalised and individual level. They have a personalised support programme with focus on their specific needs. They are encouraged to set their own targets and have high standards of personal achievement.

Different forms of support are available including

- A Secure System for monitoring Behaviour
- Reading and Literacy programmes
- Functional skills
- Games Club
- Homework club
- IDL (Dyslexia Support Programme)
- In class support
- Lego Group
- Numicon
- The Freeman Learning hub
- Pastoral Support
- Personalised Learning Programmes
- Smile Group
- Social Skills Communication group
- Speech and Language Programmes
- Strategies to resolve conflict
- Targeted transition group

How can I let the school know, if I have concerns about my child's progress?

If you have any concerns about your child's progress, please do not hesitate to contact the SENDCo, the Assistant SENDCo, the SEND Manager, your child's Head of Year, or their Form Tutor.

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How will the school let me know if they have any concerns about my child's learning in school?

If there are concerns about a child's progress, parents will be contacted by the SENDCo / the Assistant SENDCo/ SEND Manager / Subject Teacher / Head of Year to discuss their concerns and listen to your views. Should the issues continue our SENDCo, Assistant SENDCo or SEND Manager will meet with you and discuss your child's additional needs. If it is thought that these may be over and above those, which can be met through Quality First Teaching, it may be necessary to place your child on Special Educational Needs Code of Practice.

A Pupil Profile will be compiled for use by subject teachers and this information is on their Marksheet identifying issues, concerns and strategies to help your child learn. This will be reviewed with you regularly. Informal discussions occur between SENDCo / Subject Teachers and parents on a needs basis including written communication in communication logs. School will often call upon the advice of specialist professionals, but you will be consulted if staff feel that the advice or support of outside professionals would be beneficial. Requests for help with these outside agencies are only sought if authorisation has been given by the appropriate parent or guardian.

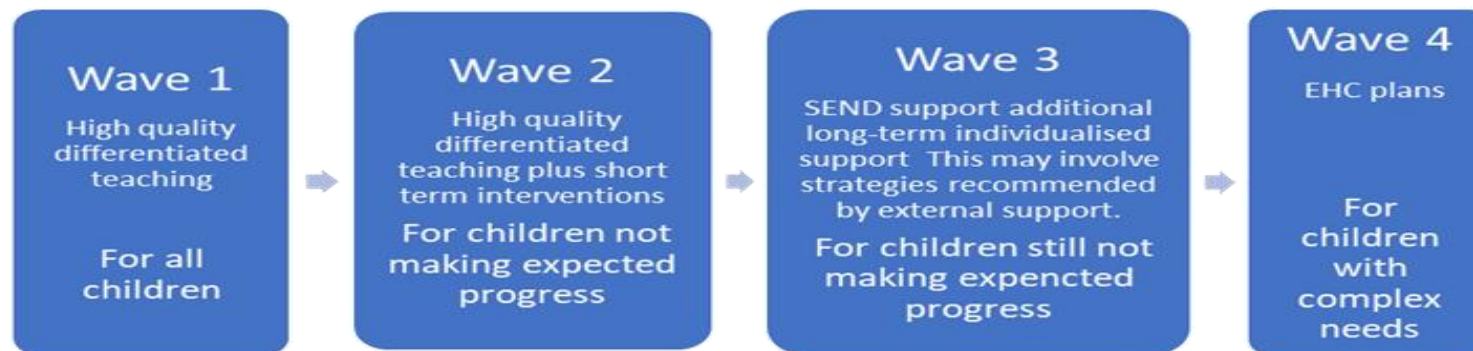
Parents' Evenings are held to give parents the opportunity to discuss progress and the SENDCo is always available at this time.

For children with an Educational Health & Care Plan, there is a formal Annual Review each year. During meetings between teaching staff and parents/carers, you are encouraged to give your feedback as to how your child is progressing. Parents, Carers or Guardians are invited to contact school via email or telephone calls to discuss their child's needs.

How will teaching be adapted for my child with learning needs?

All children are assessed and interventions carefully planned, delivered and reviewed as required by the SEND Code of Practice 2014. The success of the programmes and students' progress and attainment are regularly monitored. Students' progress is shared through a variety of methods: whole school, subject and through Curriculum Support. Regular interim reviews are held for all children who are at 'School's Support level' and those with an Educational Health & Care Plan have a formal Annual Review during the school year. This gives parents/carers and teachers, opportunities to formally discuss progress and propose amendments to statements and learning programmes.

All Children benefit from High Quality First teaching.



Reasonable adjustments may be made in lessons. Students may benefit from Wave 1 Support.

- Adapted curriculum planning, activities, delivery and outcome e.g. simplified language, keyword lists, visual aids / modelling
- Enrichment sessions during lunch and extended schools Personal Development program.
- Exam Booster classes
- Flexible teaching arrangements
- Homework clubs
- Multi-sensory learning Aids
- Pastoral Team Support

- Progress reports and mentoring
- Revision classes
- Careers' Day
- Increased visual aids / modelling
- Medical Individual Health Care plans
- Study Support
- Target setting
- Timeout card
- Use of symbols (Environmental clues, signs, location systems, picture/object exchange)
- Use of writing frames/graphic organiser

Support is mapped across the school using a 'Provision Map'. Should students require specific strategies to bridge gaps, research-based interventions will be applied in order to meet their needs.

Students may benefit from Wave 2 support.

- Additional fine motor skills practice
- Barrington Stokes reading books
- Bereavement and counselling support
- Careers advice
- Colour coded timetables
- Educational Psychology Service input/assessments
- Handwriting programme
- In-class, Special Support Assistant support
- In-class teacher support
- Involvement of the Attendance team
- Children in Care and Pupil Education Planning meetings
- Keyboard skills training
- Teaching Assistant in class support with focus on supporting Speech and Language and Communication skills
- Overlays, coloured paper or coloured exercise books to assist children who have Scotopic Sensitivity Syndrome (Irlen's Syndrome)
- Paired / buddy / Teaching assistant reading interventions
- Pastoral Team, (comprising of Pastoral managers, Form Teachers, Heads of Year, Deputy Heads)
- PLC/Mentor/PLC placements
- Pupil Profiles
- Restorative approaches
- Reflect and Resolve pathways

- Safeguarding support
- Keyboard skills training
- Teaching Assistant intervention: - Speech and Language and Communication skills
- Overlays, coloured paper or coloured exercise books to assist children who have Scotopic Sensitivity Syndrome (Irlen's Syndrome)
- Paired /buddy reading
- Spring Lane School support / Outreach Mentoring / The Hub placements
- Pupil Profiles
- Social Skills programme
- Targeted catch up or adapted programmes: -
- Numeracy and literacy tailored interventions
- Key Worker

Children with Education, Health and Care Plans, receive the support for which they are legally entitled. Children who require specialised interventions and programmes so that they can access the curriculum will receive Wave 3 support.

Students may benefit from Wave 3 support, for example:

- Access Arrangements
- Additional Needs Team Intervention
- Alternative accreditation and vocational courses
- Annual Review and Reporting
- Boxall Profiles
- Child and Adolescent Mental Health Service
- Dyslexia Screening
- Educational Psychologist Advice
- Emotional Literacy support
- In-class Learning support Intervention programmes
- Individual counselling
- Individual reward system
- Safeguarding Officer
- School Nurse
- Spring Lane School Support / Outreach Mentoring

- Specialist advice and intervention run by SENDCO, SEND manager and Teaching Assistants
- Specialist equipment to suit child's needs
- Specialist teachers in Bury for Visually impaired / Hearing impaired
- Speech and Language support from Bury Speech and Language Team

There is a comprehensive pastoral system in place at St Gabriel's High School which is fully inclusive.

Who are the other people providing services to children with an SEN in school?

Our Curriculum Support team consists of many dedicated and committed professional people. They are:

Special Education Needs Coordinator (SENDCo)
 Assistant SENDCo
 SEND Manager
 A Higher Level Teaching Assistant
 A Team of fourteen Teaching Assistants

We have access to a wide range of services that can be called upon for advice, or in some cases, can provide specific intervention. These include:

- Child and Adolescent Mental Health Service
- Communications Difficulties Team
- Counselling (Early Break / Streetwise)
- Dyslexia Screening
- Educational Psychology Service
- The Outreach team
- Pastoral Team
- School Attendance Officers
- Spring Lane School Support / Outreach Mentoring
- Safeguarding Officer

- School Nurse
- Social skills training
- Specialist teachers in Bury for Visually impaired / Hearing impaired
- Speech and Language support from Bury SALT
- Spiritual Mentoring

How will you know if my child needs extra help to learn?

Children who transition or transfer may be screened to determine spelling age and reading age. School has access to:

- Yellis and MIDyis online assessments and subject baseline tests
- Data to identify attainment and progress to show whether a child is falling behind their peers and/or whether the child is not progressing as is expected
- Annual Review meetings
- Baseline assessments
- Discussions from home visits/school visits prior to admission into school
- Educational psychologist reports
- Information from the child's primary school
- Input from social care, Children in Public Care (CIC) meetings, from Spring Lane School /Inclusion Support Service
- Interim Review meetings
- KS2 SATs results
- Meetings with subject teachers, form teachers and Heads of Years
- Observations/interactions with pupils

On entry Screening Data is used to determine reading age, spelling age and writing levels accompanied by

- Parental meetings
- Transition meetings
- Further individual assessment data

All will help determine if additional support is required.

How are teachers in school supported to work with children who have SEN and what training do they have?

All Teachers put the needs of the children at the heart of what they do. Ongoing, Professional Development sessions in the different areas of SEND, help teachers develop the skills that are required to teach all children with learning differences. Specialist training is secured for staff via Bury Learning Collaborative as well as training with specialist teachers and health care professionals. St Gabriels are currently part of the Autism in schools Project.

We are part of the Bury Secondary Learning Collaborative and have regular access to specialist SEND training delivered by The Outreach team. SEND representatives attend department meetings on a regular basis to share good practice. Teachers and Teaching Assistants receive training in different areas of SEND and complete training courses on specific SEND needs.

The SENDCo has the National Award for Special Educational Needs as has the Head teacher and the Assistant SENDCo.

The School's SENDCo, Assistant SENDCo and SEND Manager will:

- Monitor, review and evaluate the provision for children with SEN, by accessing advice from and liaising with external specialist professionals who support children with SEND, this includes:
 - The Outreach Service
 - Educational Psychology
 - Spring Lane (for behavioural concerns)
 - Sensory Impaired Teams (visual & hearing)
 - Speech and Language Therapy
 - Developing and reviewing the school's SEND policy.
 - Ensuring that parents are involved in supporting their child's learning, informed about the support provided for in school for their child and participate in reviewing progress of their child
 - Providing specialist support and training for teachers and support staff in the school. Class teachers, draw on SEND advice and draw on Quality First Teaching.

All Children benefit from High Quality First teaching.

Reasonable adjustments are made in lessons and students benefit from Wave 1 Support:

How will you support my child, as he/she is preparing to move to another Key Stage?

Students and Parents / Carers of students who are at 'Schools Support' are carefully guided and supported when making Options Choices, to ensure they make the right decisions. They have full access to the School's Information, Advice and Guidance Programmes. This includes intensive liaison between the Deputy Head Teachers, the SENDCo, the Assistant SENDCo, SEND Manager, Head of Year and Progress Leaders at KS3 and KS4. Pupils are offered a curriculum which accounts for their needs and prepares them for post 16 courses and career opportunities. At KS4, some pupils follow a Key Skills (ASDAN) course and visit colleges, apprenticeships events and career fairs. College and job applications alongside Curriculum Vitae are given priority and the school's career's advisor provides expert support in this area. All pupils also receive a mock interview. Alternative Pupil Provision is also sometimes appropriate and is considered accordingly for those children identified as potential beneficiaries.

School works carefully with a Careers Service, who advises students with additional needs by offering guidance to ensure that the transition to possible further education, employment or training is smooth and appropriate. Intensive and enhanced career interviews are arranged for all pupils with additional needs.

School has an extensive transition programme for pupils. To reduce any negative impact of moving on for children with SEND, enhanced transition includes additional visits to the new classroom and interaction with new teaching staff. For children with social communication difficulties, photographs are taken of the new setting and the pupil is involved in completing an introduction booklet that they take home over the summer. Where appropriate, additional transitional meetings are held between parents, outside professionals, teaching staff and SENDCo.

The SENDCo, SEND Manager, Deputy Headteacher and Heads of Year meet with colleagues to ensure that assessment and progress data, attendance and behaviour information and information about friendship groups, is passed from St Gabriel's to enable a smooth transition to the next setting. From both an academic and pastoral perspective.

For children with an Education Health and Care Plan in the summer of Year 10, a transition plan is established during the Annual Review. As this is effective until the child is 25, as soon as the next setting is chosen the SENDCo is invited to attend transition meetings.

How is extra support allocated and how do they move between the different levels?

Transition visits and activities are organised between KS2 (Primary) and KS3 (Secondary) to determine potential needs on entry to secondary school. All children are assessed and interventions are carefully planned, delivered and reviewed, as required by the SEND Code of Practice 2014. The success of the programmes and students' progress and attainment are regularly monitored by the SENDCo, the Assistant SENDCo, SEND Manager, Heads of Year and Leadership team. Students' progress is shared through a variety of methods: both whole school, subject and through Curriculum Support. Regular interim reviews are held for all children who are at 'School Support' and students with an Educational Health & Care Plan have a formal Annual Review during the school year. This gives parents/carers and teachers' opportunities to discuss progress and consider amendments to Education Health Care plans and learning programmes.

There are three waves of provision. (Already identified in this document).

In summary:

Wave 1

All children are entitled to High Quality first teaching at wave 1. This is also described as universal provision. Within Wave 1 teaching your children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are often skilled at adjusting their teaching to suit differences in learning. If your child has difficulties that cannot be sorted within the Wave 1 provision they can be given additional help and support at Wave 2 or 3.

Wave 2

Small group work (occasionally 1:1) will often be delivered by a Teaching Assistant. Children chosen for Wave 2 may be demonstrating certain difficulties and can 'catch up' with the rest of their age group. We will make a decision as to whether your child could benefit from Wave 2 support. The decision is based on how well your child is doing and how they are progressing compared to their age group. Wave 2 interventions last a specified number of weeks, and by the end of the intervention children in the group should have caught up. The pace of this type of intervention will suit some children who need a quick boost. Some children who have greater difficulties, and who are struggling to catch up with their age group through a Wave 2 intervention should be given an intervention at Wave 3.

Wave 3

Features of Wave 3 interventions are:

- Taught by a teacher/trained teaching assistant in a 1: 1 situation.
- Based on the needs of your child.
- Highly structured so that the steps in learning are small and achievable.
- Time-limited.
- Designed to boost progress and help the child close the gap between themselves and their year group.

There are a number of sound and effective interventions at Wave 3 and schools have been provided with guidance on which ones are most likely to lead to good progress.

How are the governors involved and what are their responsibilities?

The SEND link governor has oversight of the procedures in St Gabriel's.

Regular briefings take place looking at the curriculum offer and pupils on the SEN register. The SENDCo and SEND governor investigate how school developments are progressing.

The governors also look at the outcomes of SEND pupils on a regular basis.

What support do you have for parents of a child with SEN?

We operate an 'Open Door' Policy and you are encouraged to contact school with any issues or questions that you may have. We will guide you through the process of identifying Special Needs and meeting the needs of your child. We will always listen and discuss the options that are available to you, to ensure that you have the correct information, to make important decisions.

We can put you in touch with Parent Partnership Teams (IASS) who can give further advice and we can liaise between outside agencies and yourselves if that is appropriate.

We can provide information about any other support that may be available to you.

How have you made the school accessible to children with SEN (including after school clubs)?

All students are included in all school activities and no student has missed out on extracurricular activities because of their SEND needs. The Curriculum support department runs a number of clubs and activities.

The physical age of the school is variable and some teaching classrooms are not accessible to pupils with significant physical demands.

Some improvements have been made to provide ramps for single floor access which have had a significant impact but most areas are still restricted. Plans are in place to access and review school accessibility moving forward.

Risk assessments will be carried out and adjustments made for pupils so where possible, all pupils are included.

Where is the Local Authorities Local Offer published?

<https://theburydirectory.co.uk/send-local-offer> Telephone 0161 253 5000 (accessed via the school's website also)

How will my child's emotional and social welfare be improved?

There is a comprehensive pastoral system in place at St Gabriel's which is inclusive. Students are placed into Forms and have a Form Tutor who is overseen by a Head of Year and Deputy Headteacher. PHSE and Citizenship is delivered to form groups as part of the curriculum and through Careers' days.

Vulnerable students have access to the Freeman Learning Hub at social times. Such provision allows students to develop their social skills in a safe and supportive environment. The work of the Pastoral Manager also reinforces the school's capacity to deal broadly with SEMH (Social, Emotional and Mental Health) pupils. (See School's Behaviour Policy)

Members of the Learning Support have a responsibility for the transition of SEND students or those who are identified from their primary schools as vulnerable which could cause their transition to be more problematic. Where appropriate a programme of enhanced transition is organised which may include extra visits to St Gabriel's and close liaison with our family of Primary Schools and parents takes place.

St Gabriel's has a team of staff whose responsibility is to oversee the various medical needs of all students. They liaise with outside agencies and particularly the School Nurse team to ensure that the medical needs of students are met. (See School's Medical policy)

St Gabriel's has a clear behaviour policy that sets out how students are expected to behave in school and a clear policy on consequences. All pupils are encouraged to use this system as a positive reinforcement of their expected excellent behaviours. Some students will meet with a Teaching Assistant at the beginning of the day to discuss worries and anxieties and try and alleviate these. All students with an Educational Health & Care Plan are assigned a 'Key Worker', a Teaching Assistant who will meet with the student to offer additional mentoring support as well as prepare them for their Annual Review and provide an opportunity to seek pupils' opinions and feedback about the support they receive and how it may be improved.

Students' views are sought through pupil voice. Additional opportunities are obviously available through Annual Reviews, Parents' Evening and review days.

How will my child be involved in the decision-making process?

At St Gabriel's children's views are actively sought out about their learning experience at school. All students are encouraged to participate in this process.

Feedback on the learning experience of the children with SEND is sought in writing at least annually. Informal feedback is sought throughout support programmes. Self-assessment of tasks is encouraged throughout the curriculum to encourage dialogue between pupil and teacher.

All children are invited to Parents' Evening and Review Meetings enabling feedback from them on their progress and the effectiveness of support provided.

What can I do, if I am not happy with the provision that my child is receiving?

Should you as the parents of a children with SEND have concerns about the provision provided at St Gabriel's, the SENDCo will discuss these concerns, take action to resolve it and feedback within 10 school days. If the issues cannot be resolved, then the SENDCo will contact the Deputy Head teacher to consider action already taken or determine new action.

The Governing Body has a designated SEND link governor who can be contacted via the school should parents wish to discuss any issues with them. However, normally it would be expected the Headteacher would have been involved before contacting a member of the Governing Body.

The school also provides parents of children with SEND details of Bury Parent Partnership who can liaise between parents and school if necessary.

What if my child needs specialist equipment?

St Gabriel's works closely with specialist professionals including the sensory impaired teams, occupational health and physiotherapy services who provide or loan specialist equipment. Further assistance is secured via the Inclusion support Team who provides advice concerning the equipment needs of individual children. Loans or purchases are then made according to specific needs.

How will I know how my child is progressing?

Students' progress is shared through a variety of methods: both whole school, subject and through the Learning Support Team. Students with an Education Health and Care Plan have a formal Annual Review during the school year. In line with the new Code of Practice 0-25 (2014), pupils identified on the SEND record will have termly reviews.

Students are regularly assessed and formally reported to via an interim report. There is also an annual report for all students that reviews progress and attainment and sets targets for students. There is also a year 9 Information evening where details are provided about KS4 options and available courses.

Support programmes are regularly reviewed throughout the year and students and parents receive feedback about progress and attainment during this period. In addition, students have Parents' Evening where staff, students and parents can meet to review how progress and attainment are made. Parents are welcome to meet with members of staff to review any issues that there may be with the progress and attainment of their child.

How will you measure the progress of my child in school?

Every year group will have formal assessment windows through the school year. As well as these formal assessments teachers will monitor pupils' progress throughout the year within their lessons and through homework tasks. This progress will be reported to parents. As well as this we will provide additional assessments for pupils who are not making expected progress. These will be discussed with parents and next steps planned together.