SEND INFORMATION REPORT

Introduction

All schools in Lancashire have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the Local Authority (LA) to ensure that all pupils, regardless of their individual needs, make the best possible progress. Schools are committed to being inclusive, with the needs of pupils with SEND being met in a mainstream setting wherever possible. The four broad areas of need, as outlined in the SEND Code of Practice: 0 to 25 years, are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH), and Sensory and/or Physical Needs.

What is the Local Offer?

The LA Local Offer:

Under the Children and Families Act 2014, Local Authorities are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and Disabilities (SEND), aged 0–25. This is known as the Local Offer. The Local Offer aims to improve choice and transparency for families and provides information about the range of services, support and provision available locally. A link to Lancashire's Local Offer can be found on our school website.

The School SEND Information Report:

Our SEND Information Report explains how St Gregory's Catholic Primary School identifies and supports pupils with SEND and how we work in partnership with children, parents/carers and other professionals. At St Gregory's, we recognise that every child is unique and we are committed to providing an inclusive education which enables all children to participate, achieve and make the best possible progress.

1) Who are the best people to talk to at St Gregory's Catholic Primary School about my child's difficulties in learning/Special Educational needs and Disabilities (SEND)?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Educational Needs and Disabilities Coordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/individual learning plans, based on the smaller steps outlined in assessment tools such as PIVATS (Performance Indicators for Value Added Target

Setting). These are shared and reviewed with parents at least once each term to inform targets and planning for the next term.

- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The School SENDCo is:

Mrs Gina Wright

She is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are as parents/carers: i) involved in supporting your child's learning ii) kept informed about the support your child is getting iii) involved in reviewing how they are progressing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist, Occupational Therapist, CAMHs.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Facilitating Termly SEND Pupil Progress Meetings.

The Head teacher is Mr Matthew Quigley who is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor is Mrs Pat Cairns who is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 01772 795415

2) What kinds of special educational needs are provided for?

Regardless of the special educational need good progress is made when school and home work together supporting each other.

Communication and Interaction Needs:

The classroom environment provides learning support so that all children are included in activities and can learn well. Some children will require a more specialised approach if they are to make good progress in their 'communication'. This could involve a Speech and Language Therapist working alongside the school to identify the specific needs of a child and the strategies that will work best. Ongoing assessment, good teamwork and opportunities to practice what has been taught throughout the school day are approaches that will help the children. We also use visual timetables and other visual cues around the classroom and school to support those children who may find verbal instructions alone difficult to process and follow.

Cognition and Learning:

The classroom environment and high-quality teaching are adapted to ensure that all children can access learning and make progress. Through ongoing assessment, teachers identify where a child may be experiencing difficulties or gaps in their learning and adapt teaching accordingly. Additional practice, targeted support or evidence-based interventions may be provided where appropriate. Support may take place individually, within a small group or as part of adapted classroom teaching and will be regularly reviewed to ensure that it is having a positive impact.

Sensory Needs:

The classroom environment provides learning support so that all children are included and resources are provided to help focus and regulate the children. Sometimes a child will have particular sensory needs and will require further specialist assessment followed by a programme to address their 'sensory diet' (a personalised activity plan that provides the sensory input a child needs) both in home and at school.

Physical Needs:

The classroom environment provides learning support so that all children are included in activities and can learn well. A review of your child's needs will be carried out so that adjustments can be made and put into place.

Social, Emotional and Mental Health Needs:

The classroom environment and our whole-school approach support children's social, emotional and mental health and wellbeing. We recognise that behaviour can be a form of communication and that some children may require additional support to understand and regulate their emotions, develop positive relationships and access learning successfully. Where appropriate, personalised strategies and support plans may be developed in partnership with the child, parents/carers and

relevant professionals. School also welcomes advice and support from external services, such as CAMHS and other specialist professionals, where appropriate. Some pupils may also receive targeted pastoral or counselling support within school.

3) What are the different types of support available for children with SEND within our school?

a) Class teacher input, via high-quality, inclusive classroom teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning (a way of learning using real objects and materials).
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

b) An intervention programme which may be:

a) Run in the classroom or an area outside the classroom by a teacher or a teaching assistant (TA).

b) Individual support or Specialist groups run by outside agencies, e.g. Speech and Language therapy. This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from: Various Local Authority central services such as Educational Psychologist and Specialist Inclusion teachers, NHS Speech and Language Therapy Service.

What could happen?

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support:

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through high-quality, inclusive teaching and intervention programmes. Your child will also need specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as Specialist Inclusion Teachers.
- Outside agencies such as the NHS Speech and Language Therapy (SALT) Service or NHS Occupational Therapy (OT) service.

For your child this would mean:

- Where a child has significant and complex needs which require support beyond that which can ordinarily be provided by the school, the school and/or parents/carers may request an Education, Health and Care (EHC) needs assessment from the Local Authority. The Local Authority will consider the information and evidence provided and decide whether an EHC needs assessment is necessary. Following an assessment, the Local Authority will decide whether an Education, Health and Care Plan (EHCP) is required. An EHCP describes the child or young person's needs, the outcomes they are working towards and the special educational provision required to support them. Parents/carers and the child are involved throughout this process.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

4) How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo). The school SEND Governor can also be contacted for support.

If you have a concern or complaint about the SEND provision being made for your child, we encourage you to discuss this initially with the class teacher and/or SENDCo so that we can work together to resolve the matter. If your concern remains unresolved, you should contact the Headteacher. Formal complaints will be considered in accordance with the school's Complaints Policy, which is available on the school website.

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

If your child is identified as not making expected progress, or if school has concerns about their learning or development, the class teacher will arrange to discuss this with you in more detail and listen to any concerns you may have. Together, appropriate next steps and any additional support will be considered. Where appropriate, the SENDCo will become involved and may discuss further assessment, support or referrals to external professionals with you.

6) How is extra support allocated to children, and how do they progress in their learning?

The school budget includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support, the children who have been

identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed. The needs and provision of pupils with SEND are recorded and monitored through the school's SEND register and provision mapping. The SENDCo and class teachers also meet formally each term for SEND Pupil Progress Meetings, where individual progress, needs, provision and next steps are reviewed. Provision and resources are adjusted where necessary to ensure that children's needs are met and available resources are used effectively.

7) Who are the other people providing services to children with SEND in this school?

School provision:

- There are teachers responsible for teaching SEND groups/individuals. Teaching Assistants mainly working with either individual children or small groups. (For more information please see the school's Local Offer on the school's website)

Local Authority Provision that school can access:

- The Children and Family wellbeing Service,
- Lancashire's SEND Information Advice and Support (IAS) service.
- NHS School Nurse
- NHS Occupational Therapy
- NHS Physiotherapy
- NHS Speech and Language Therapy

Local Authority Provision bought in by school includes:

- Educational Psychology Service
- Lancashire Specialist Inclusion Support Team (Specialist Inclusion Teachers).

Other outside agencies:

- CAMHS
- Child Action Northwest
- Specialist Teaching Services
- Attendance Team

Further information can be found on Lancashire County Council's Local Offer.

8) How are the teachers in school helped to work with children with SEND, and what training do the teachers have?

The SENDCo supports class teachers and support staff in identifying needs, planning appropriate provision and adapting teaching for pupils with SEND. The school provides ongoing professional development to ensure that staff have the knowledge and skills required to meet the needs of pupils within our school. Training is identified in response to the needs of the current cohort and may include areas such as autism, sensory needs, speech, language and communication, cognition and learning, and social, emotional and mental health. Where a child has a specific or

complex need, advice and training may also be sought from specialist professionals and external agencies.

9) How will teaching be adapted for my child with SEND?

Class teachers are responsible for meeting the needs of all pupils in their class through high-quality, inclusive teaching. Teaching may be adapted through appropriate scaffolding, resources, reasonable adjustments, targeted support and different approaches to presenting or recording learning. Where appropriate, assessment tools such as PIVATS may be used to identify smaller steps of learning and support target setting. Support staff work under the direction of the class teacher and SENDCo to support identified needs. Adaptations and strategies are regularly reviewed and adjusted to ensure that pupils with SEND can access the curriculum, participate fully and make progress.

10) How will I know if my child is making progress in school?

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed formally with the Headteacher/Deputy Headteacher, Key Stage Leader and SENDCo every term in reading, writing and maths through pupil progress meetings. At the end of Key Stage 2 (Year 6), children complete statutory national assessments (SATs), with results reported nationally. At the end of Key Stage 1 (Year 2), statutory SATs are no longer required; however, schools may choose to use optional assessments to support teacher judgement. In Year 1, children undertake the statutory Phonics Screening Check, and in Year 4 children undertake the statutory Multiplication Tables Check. Where necessary, children will have an individual learning plan (ILP) based on targets set by school or in liaison with an outside agency. Targets may be set using PIVAT levels and are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made. The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education. Children with SEND are actively involved in reviewing their learning and provision wherever appropriate. Through age-appropriate pupil voice discussions, children are encouraged to share their views about what they enjoy, what they find difficult, what helps them to learn and the support they feel is most effective. Their views are considered when reviewing targets, provision and next steps. The SENDCo and class teachers meet formally each term for SEND Pupil Progress Meetings to review each child's progress, provision and individual needs, and to agree appropriate next steps. The SENDCo also monitors progress within individual and group interventions. Regular book looks, pupil discussions and lesson observations are carried out by the SENDCo and members of the Senior Leadership Team to ensure that provision is effective, children's needs are being met and the quality of teaching and learning remains high.

11) What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. Appointments can be made via the school office. All information from outside professionals will be discussed with you directly, or where this is not possible, in a report. Personal progress targets will be reviewed with your involvement every term.

Homework will be adjusted as needed to meet your child's individual requirements. A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child. Parents and carers are involved in the assess, plan, do, review process and are encouraged to contribute their views when provision, progress and individual targets are reviewed. A termly SEND newsletter is also shared with parents and carers, providing updates, useful information, support and resources relating to SEND provision and developments within school.

12) How is St Gregory's Catholic Primary School accessible to children with SEND?

St Gregory's Catholic Primary School is committed to providing an inclusive environment in accordance with the Equality Act 2010. We take reasonable steps to ensure that disabled pupils and pupils with SEND are not treated less favourably and make reasonable adjustments to enable children to access learning, the wider curriculum and school life.

The school is situated across two levels and has accessible entrances, double doors, ramps, handrails, a lift and an accessible toilet. Where possible, equipment, resources and learning environments are adapted to meet individual needs. Before and after-school provision, educational visits and extra-curricular activities are made accessible to pupils with SEND wherever reasonably possible, with individual adjustments considered according to need.

Admission arrangements for pupils with SEND are in line with the school's Admissions Policy, and children with disabilities are not treated less favourably in relation to admission. Further information about how we improve access to the curriculum, physical environment and information for disabled pupils can be found in the school's Accessibility Plan, available on the school website.

13) How does St Gregory's Catholic Primary School prevent bullying?

Bullying is not tolerated at St Gregory's Catholic Primary School. Our Behaviour Policy is reviewed regularly and pupils learn about positive relationships, respect and bullying through the curriculum, HRSE and assemblies. We recognise that some pupils with SEND may be more vulnerable to bullying and ensure that appropriate support and accessible ways of reporting concerns are available. All children are encouraged to report incidents or concerns to a trusted adult. If you are concerned that your child is experiencing bullying, please contact school so that we can work in partnership with you to address the concern promptly.

14) My child needs to take medication at school. What are the arrangements for this?

If medication is needed during school hours it should be handed into the school office and a form filled in, in line with school policy. Many GPs will prescribe medicines that can be taken before and after school. If your child uses an inhaler please discuss the arrangements for this with your child's class teacher/SENDCo or the main school office. All inhalers must be clearly named. Where a child has an ongoing medical condition that requires additional support in school, an Individual Healthcare Plan may be developed in partnership with parents/carers and relevant healthcare professionals, in accordance with the school's First Aid Policy.

15) How will we support your child when they join this school? Leave this school? Move onto another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible and that children's individual needs are communicated effectively. Transition arrangements are personalised according to the individual needs of each child.

If your child is joining us from another school/setting/starting school with us:

- When starting EYFS the SENDCo will visit pre-schools/nurseries/homes with the EYFS Class Teacher when appropriate.
- To support your child with this transition 'sharing information' passports will be developed along with photographs of familiar people and places they will see when starting school.
- Your child will be able to visit our school and stay for the taster sessions, extra visits will be arranged if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- A communication passport/sharing information sheet can be written so that your child feels comfortable going into his/her new setting and that his/her story is known.

When moving classes in school:

- Information will be passed on to the new class teacher in advance during a transition/planning meeting with the new teacher.
- Individual learning plans will be shared with the new teacher who will spend time with your child in their current class getting to know their new teacher and starting to build a relationship before going to their new classroom for a taster session/s. If your child requires more visits these are built into the transition timetable.
- Where appropriate, an additional meeting with parents/carers and the new class teacher may be arranged alongside the usual 'Meet the Teacher' arrangements.
- A communication passport/sharing information sheet can be written so that your child feels comfortable going into his/her new setting and that his/her story is known.

In Year 6:

- The SENDCo, Mrs Wright, and our School Councillor, Miss Mayor, work closely with all children who have additional needs throughout year 5 & 6 to ensure that all transitional needs are met on the build-up to making decisions about new secondary school and throughout year 6.
- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you may be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new

school on several occasions, and in some cases staff from the new school will visit your child in this school.

- If your child would find it helpful to have a book/passport to support them in understanding about moving on, then one will be made for them.

16) How will we support your child's social and emotional development?

We recognise that some children may require additional support with their social and emotional development and mental health. Needs may present in different ways, and we work to understand the individual child and the factors that may be affecting their wellbeing, regulation, relationships or engagement with learning. All classes take part in HRSE lessons and My Happy Mind sessions to support pupils' personal, social and emotional development. Our trained School Counsellor provides additional support for individual children, groups and families where appropriate. We also use approaches such as the Zones of Regulation to help children develop their understanding of emotions and strategies for self-regulation. Where additional or specialist support is required, school will work in partnership with parents/carers and appropriate external professionals.

We hope you have found the information in this document helpful.

Please do not hesitate to contact the school if you require any further information.

Please contact:

Head Teacher: Mr Matthew Quigley

SENDCO: Mrs Gina Wright

Telephone: 01772 795415

Email: gwright@st-gregorys-rc.lancs.sch.uk

Date reviewed: September 2026

Next review: September 2027