SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: St Gregory's Catholic

School Number: 06026

Lancashire County Council

School/Academy Name and Address	**St Gregory's Catholic Primary School** **Blackpool Road, Preston**		**Telephone Number**	**01772 795415**
			Website Address	**www.stgregorysps.co.uk**
Does the school specialise in meeting the needs of children with a particular type of SEN?	**No** **NO**	**Yes**	**If yes, please give details:**	
What age range of pupils does the school cater for?	**EYFS to Year 6 (4-11 years)**			
Name and contact details of your school's SENCO	**Mrs Gina Wright** **gwright@st-gregorys-rc.lancs.sch.uk** **01772 795415**			

Name of Person/Job Title	**Mrs Gina Wright** **DHT/SENDCO**		
Contact telephone number	**01772 795415**	**Email**	**gwright@st-gregorys-rc.lancs.sch.uk**

Please give the URL for the direct link to your school's Local Offer	**www.stgregorysps.co.uk/send/**		
Name	**Mr M Quigley**	**Date**	**17/08/26**

Accessibility and Inclusion

What the school provides:

St Gregory's Catholic Primary School is committed to providing an inclusive, welcoming and accessible environment for all pupils, parents, carers, staff and visitors. Our school comprises a two-storey building with ramps for wheelchair access at the front and rear entrances, a lift and accessible toilet facilities. Parking around school is limited; however, accessible parking spaces are available within the nearby church and social club car parks.

We are committed to identifying and removing barriers to learning and participation. Reasonable adjustments are made according to individual need to enable pupils with SEND to access the curriculum, learning environment and wider life of the school as fully and independently as possible.

Our school has relevant policies and guidance relating to SEND, inclusion and accessibility in place. These can be accessed through our school website, or paper copies can be requested from the school office. We aim to ensure that communication is clear and accessible and will make reasonable adjustments to support individual communication needs where required.

The school provides a weekly newsletter which can be accessed through our school website and Class Dojo, with paper copies available on request. The SENDCO also produces termly SEND newsletters which are available on the school website and shared with parents. These provide useful information, advice and signposting for families, alongside celebrating the strengths, interests and achievements of our children.

We actively seek to develop positive and supportive relationships with parents and carers. Families can communicate with staff through Class Dojo or contact the school office to arrange a mutually convenient meeting. Where appropriate, we will seek to provide interpreting or translation support for families whose first language is not English. Class Dojo also provides a translation function. Our staff team includes members who speak a range of languages, including Gujarati, Urdu and Arabic.

Our classrooms and learning environments are organised to promote accessibility and independence. Staff make use of appropriate visual supports, including visual timetables, and resources are clearly organised and labelled to enable children to access them as independently as possible. The school has access to a range of

technology, including desktop computers, laptops and iPads, which may be used to support pupils according to individual need.

Pupils with SEND are first and foremost members of their class and are supported to learn alongside their peers wherever appropriate. At times, pupils may access individual or small-group support, quieter working spaces or specialist resources according to their identified needs. We also have a sensory room which can be used to support pupils with identified sensory and regulation needs.

We are committed to considering and investing in appropriate resources, equipment and assistive technology where these are identified as necessary to remove barriers and support a pupil's access, participation, progress and independence.

Teaching and Learning

What the school provides:

At St Gregory's, high-quality, inclusive teaching is the starting point for meeting the needs of all pupils, including those with SEND. Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access additional support.

If a parent/carer or member of staff has concerns about a child's progress, development or additional needs, these concerns will be explored carefully. The class teacher and SENDCO will work collaboratively with the child and their family to identify strengths, needs and any potential barriers to learning.

We follow a graduated approach of Assess, Plan, Do and Review. Appropriate support, provision and reasonable adjustments are planned according to the individual needs of the pupil and their impact is regularly reviewed. This may include adaptations to classroom teaching, resources or the learning environment, targeted small-group work or individual intervention.

Where appropriate, and in consultation with parents/carers, school may seek advice from external professionals or specialist services. This may include Educational Psychology, Speech and Language Therapy (SALT), Occupational Therapy (OT) or other relevant professionals.

Assessment information is used carefully to identify children's starting points, monitor progress and plan appropriate next steps. Where appropriate, assessments may be broken down into smaller steps to recognise progress and identify the specific knowledge and skills a pupil needs to develop next.

When addressing additional needs, the class teacher and SENDCO consider how adaptations and reasonable adjustments within the classroom can remove barriers

to learning and increase access to the curriculum. This may include visual supports, adapted resources, assistive technology, alternative methods of recording, sensory or movement breaks and adaptations to the learning environment.

The school has an experienced team of support staff who work alongside teachers to support pupils across school. Support is deployed according to identified need, with the aim of enabling pupils to participate successfully in classroom learning while developing confidence and increasing independence.

The school leadership team is committed to high-quality professional development for all staff. Training is informed by the needs of pupils within our school and may include specialist courses, advice from external professionals, visits to specialist settings, peer-to-peer support, coaching and mentoring.

Individual Learning Plans (ILPs) are used, where appropriate, to identify personalised outcomes and strategies. Staff use assessment information, including PIVATS where appropriate, to identify small steps of progress and appropriate next steps.

Pastoral and emotional wellbeing support is also available according to identified need. All pupils identify a trusted or 'Chosen Adult' within school whom they can approach if they have a worry, concern or simply need someone to talk to.

Where pupils require access arrangements for statutory assessments, these are considered and provided in accordance with current statutory guidance and the individual pupil's needs and normal way of working.

The effectiveness of interventions and SEND provision is monitored regularly. We consider not only whether provision has taken place, but importantly the impact it has had on the pupil's learning, progress, independence, communication, wellbeing and wider development.

Reviewing and Evaluating Outcomes

What the school provides:

The progress and outcomes of pupils with SEND are regularly monitored and reviewed as part of our graduated approach of Assess, Plan, Do and Review.

Pupils with an Education, Health and Care Plan (EHCP) have a statutory Annual Review. Parents/carers, the pupil, school staff and relevant professionals are invited to contribute to the review so that progress towards identified outcomes can be evaluated and appropriate next steps agreed.

Individual Learning Plans (ILPs) are working documents for pupils receiving SEN Support and are reviewed and updated regularly. These identify the child's strengths, areas of need, agreed outcomes, appropriate strategies and provision. ILPs are shared with parents/carers and, where appropriate, pupils are actively involved in discussing and reviewing their own outcomes.

Teachers and support staff are fully involved in implementing pupils' Individual Learning Plans. The strategies and reasonable adjustments identified within these plans inform everyday classroom practice and are not viewed solely as additional interventions.

The SENDCO regularly monitors and reviews SEND provision across school to evaluate the effectiveness and impact of the support provided. This includes termly SEND Pupil Progress Meetings with class teachers to discuss individual pupils' strengths, needs, progress, provision and next steps.

Monitoring may also include learning visits, reviews of Individual Learning Plans, pupils' work, assessment information, intervention records and discussions with pupils, parents/carers and staff.

The SENDCO engages with relevant professional development and external professionals, including Educational Psychology, to ensure that advice and good practice inform SEND provision within school.

We evaluate provision by considering not simply what support has been provided, but the difference that support is making for the individual child. Where provision is not having the intended impact, it is reviewed and adapted accordingly.

Keeping Children Safe

What the school provides:

The safety and wellbeing of all children at St Gregory's is paramount. We recognise that some pupils with SEND may experience additional vulnerabilities and therefore individual needs are carefully considered within our safeguarding procedures.

Individual risk assessments are completed where required and reviewed regularly. Relevant staff are made aware of agreed strategies and reasonable adjustments necessary to keep individual pupils safe while enabling them to participate as fully and independently as possible in school life.

In the morning, children enter school through their assigned entrances and are welcomed by members of staff. Where necessary, individual arrangements can be made for a pupil with additional needs to support a safe and successful transition into school.

Children are appropriately supervised during break and lunchtimes. Where an individual pupil requires additional support during less structured times of the day, appropriate arrangements, reasonable adjustments or structured activities may be put in place according to identified need.

At the end of the school day, established procedures are followed to ensure that pupils leave school safely. Individual arrangements can be agreed with parents/carers where a child's needs require this.

Educational visits are carefully planned and processed through the EVOLVE system, with appropriate risk assessments completed and reviewed by the Educational Visits Coordinator (EVC). Reasonable adjustments are made wherever possible to enable pupils with SEND to participate alongside their peers. Staffing and support arrangements are determined according to the needs of individual pupils and the nature of the activity.

We are committed to preventing bullying, discrimination and harassment. We recognise that pupils with SEND may be particularly vulnerable and ensure that concerns are taken seriously and addressed promptly in accordance with our Behaviour and Anti-Bullying procedures.

The school site has appropriate security measures in place, including secure external gates and doors, to support the safety of pupils throughout the school day.

Where a pupil requires additional support with behaviour or emotional regulation, we seek to understand the underlying need and identify appropriate strategies in partnership with the child and their family. Individual plans may be developed where appropriate to promote positive behaviour, emotional regulation, safety and successful participation in school life.

Health (including Emotional Health and Wellbeing)

What the school provides:

At St Gregory's, we are committed to supporting the physical, emotional and mental health and wellbeing of all pupils.

Where a child requires prescribed medication during the school day, this is managed in accordance with the school's relevant policy and procedures. Parents/carers are required to provide the necessary information and consent, and medication is stored and administered safely by appropriately trained staff.

Where required, individual healthcare plans are developed collaboratively with parents/carers and relevant health professionals. Appropriate information is shared securely with staff who need to know so that pupils' health, medical and safety needs can be met effectively.

A number of staff are trained in Paediatric First Aid and training is regularly updated. Where pupils have specific medical needs, appropriate condition-specific training is sought from relevant specialist professionals to ensure staff are able to support them safely.

School works collaboratively with a range of external health professionals according to individual need. These may include Occupational Therapists, Physiotherapists, Speech and Language Therapists, specialist nurses and the School Nursing Service.

We place a strong emphasis on emotional wellbeing and creating safe and trusting relationships. Each child identifies a 'Chosen Adult' within school whom they can approach if they are worried, anxious or need someone to talk to.

Targeted pastoral and emotional wellbeing support is available according to identified need. This may include individual or small-group work, counselling, regulation strategies and sensory approaches.

The SENDCO and relevant staff have training and experience in approaches which support emotional regulation, including the Zones of Regulation. Staff also receive ongoing professional development relating to attachment, trauma and children's emotional and relational needs.

Our aim is to help pupils understand and communicate their feelings, develop appropriate strategies for regulation and become increasingly confident and independent in managing their wellbeing.

Communication with Parents

What the school provides:

At St Gregory's, we recognise parents and carers as essential partners in their child's education. We aim to develop open, positive and respectful relationships with families and ensure that parents feel able to share concerns, ask questions and contribute to decisions about their child.

Our staff are highly visible at the beginning and end of the school day. Parents can also communicate with their child's class teacher through Class Dojo or contact the school office to arrange a mutually convenient meeting.

Prospective parents are welcomed to visit our school and opportunities are provided for families to meet staff and learn more about school life. Parents are also invited to 'Meet the Teacher' opportunities and receive regular curriculum information to help them understand and support their child's learning.

For children entering EYFS, we work closely with families and previous settings to support a positive transition into school. Parents are invited to transition events and children have opportunities to visit school before starting. Where a child has identified additional needs, the SENDCO may become involved before admission and enhanced transition arrangements can be put in place according to individual need.

Parents have formal opportunities to discuss their child's progress and achievements through Parents' Evenings and the annual written report. Parents and carers of pupils with SEND are also involved in reviewing their child's individual outcomes, progress and provision as part of the Assess, Plan, Do, Review cycle.

We value parents and carers as experts on their own children. Families are encouraged to share what is working well, any concerns they may have, their child's strengths and interests, and their aspirations for the future.

We operate an open-door approach at St Gregory's. Where possible, staff will respond to queries promptly; however, where a more detailed discussion is required, a mutually convenient meeting will be arranged.

The views of parents and carers are sought through conversations, SEND reviews, Annual Reviews and questionnaires. Feedback is valued and used to help us evaluate and further develop SEND provision within school.

Working Together

What the school provides:

At St Gregory's, we believe that effective SEND provision is built upon genuine partnership between children, families, school staff and other professionals.

Pupil voice is an important part of school life. Our active School Council provides opportunities for children to share their views and contribute to developments across school. Children also have opportunities to take on a range of responsibilities and leadership roles.

For pupils with SEND, we actively seek their views about their learning, strengths, needs and the support they receive. We adapt how we gather pupil voice according to each child's age, development, communication needs and individual preferences. Pupils are encouraged, wherever appropriate, to contribute to setting and reviewing

their own outcomes and to identify the strategies that help them to learn successfully.

Parents and carers are invited to contribute to decisions about their child's education through Parents' Evenings, SEND review meetings, Annual Reviews, questionnaires and ongoing communication with school staff. We value the knowledge families have about their children and aim to ensure that their views inform provision and next steps.

Where external professionals are involved, school works collaboratively with families and professionals so that relevant advice is shared appropriately and recommended strategies are incorporated into everyday school practice wherever possible.

St Gregory's also has an active Parent, Teacher, Family and Friends Association (PTFA), to which all parents and carers are welcome, and there are opportunities for parents to become involved in the Governing Body when vacancies arise.

The Governing Body provides strategic oversight and challenge in relation to SEND and works with school leaders to ensure statutory responsibilities are fulfilled and pupils with SEND receive high-quality, inclusive provision.

What help and support is available for the family?

What the school provides:

St Gregory's prides itself on the positive relationships we develop with families and the help and support we are able to offer.

We recognise that navigating SEND processes, paperwork and services can sometimes feel complex. The SENDCO can provide information and guidance to parents and carers, support families to understand school SEND processes and, where appropriate, assist with relevant paperwork.

School provides opportunities for parents and carers to develop their understanding of different aspects of their child's education through information sessions, workshops, newsletters and resources. These may relate to areas such as English and Reading, Maths, HRSE, statutory assessments, Sacramental Preparation and Online Safety.

Our SEND newsletters provide families with useful information, practical strategies, updates and signposting to local and national sources of support. They also provide an opportunity to celebrate the strengths, interests and achievements of our children, including activities and accomplishments outside school which families choose to share with us.

Where wider family support may be beneficial, the SENDCO can help families identify and access appropriate services. We work with relevant local services and external professionals and can signpost parents and carers to Lancashire's SEND Local Offer and other sources of independent information, advice and support.

Where travel arrangements or other individual circumstances require additional planning, school will work collaboratively with the family and relevant services to identify appropriate support.

Families are always welcome to contact their child's class teacher or the SENDCO if they require further information, advice or would like to discuss their child's needs.

Transition to Secondary School

What the school provides:

St Gregory's has positive links with local secondary schools and recognises that transition from primary to secondary education is an important milestone for every child.

During Year 6, preparations are made to support pupils as they move to their chosen secondary school. Staff from receiving schools may visit pupils at St Gregory's and pupils have opportunities to attend transition and taster activities at their new school.

For pupils with SEND, transition planning is personalised according to individual need. Where appropriate, a transition meeting may involve the pupil, parents/carers, Year 6 staff, the SENDCO and representatives from the receiving secondary school.

Relevant information about the pupil's strengths, needs, successful strategies, reasonable adjustments and current provision is shared appropriately to promote continuity of support.

Enhanced transition arrangements may include additional visits to the secondary school, opportunities to meet key adults, photographs or visual information, transition activities and individualised preparation. The level and type of support is determined by the individual needs of the child.

The child's voice is central to transition planning. Children are encouraged to share their hopes, worries and questions so that these can be addressed and they can develop confidence about moving to their new school.

For pupils with an Education, Health and Care Plan (EHCP), preparation for secondary transition forms part of the statutory review process and relevant professionals are involved as appropriate.

Our aim is for every pupil to approach the next stage of their education feeling prepared, understood, confident and supported.

Extra Curricular Activities

What the school provides:

St Gregory's Catholic Primary School is committed to ensuring that pupils with SEND have access to the wider life of the school and are encouraged to participate fully in clubs, enrichment activities, educational visits and leadership opportunities.

Breakfast Club and After School Club are available to families, and a range of extracurricular opportunities are offered throughout the school year. Information about current clubs, availability, times and costs is communicated directly to parents and carers.

We aim to make reasonable adjustments to enable pupils with SEND to participate in extracurricular activities wherever possible. Where a child may require additional support to access an activity, parents/carers are encouraged to discuss this with school so that appropriate arrangements can be considered.

Our Year 6 pupils act as 'Buddies' for children in EYFS, helping our youngest pupils to settle into school life, develop friendships and feel part of our school community.

Children are encouraged to take on responsibilities and leadership roles throughout school. Opportunities may include roles such as School Council representatives, Young School Leaders, Wellbeing Buddies, Librarians, Hall Monitors, Prayer and Liturgy Leaders and Digital Leaders. Pupils with SEND are encouraged and supported to access these opportunities alongside their peers.

At break and lunchtimes, staff support children to participate in positive play and social opportunities. Where a pupil requires additional support during these less structured times, appropriate strategies or reasonable adjustments can be put in place according to individual need.

Our aim is for all children to feel that they belong to and contribute to the wider life of St Gregory's, developing confidence, friendships, independence and their individual strengths and talents.