



Special Educational Needs and Disability Information Report

**Communicating Love:
Inspiring our Community
to Flourish**

A Guide to SEND at St. Gabriel's
CofE Academy

2026 - 2027



Helping Everyone Understand:



We want everyone to understand this information. We can



give you this information in a different way to help you

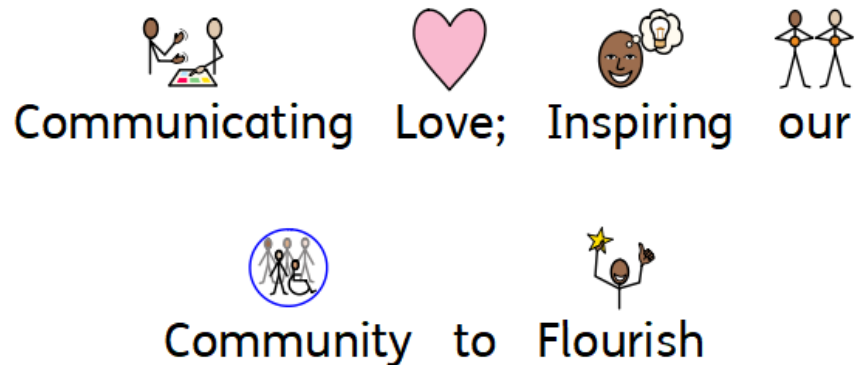


understand. Ask at the office and they will help you.

Our School

St Gabriel's CofE Academy is committed to providing high quality care and education to all of the children who learn and play at our school. We believe that all children, including those identified as having special educational needs or a disability (SEND), are entitled to access a broad and balanced academic and social curriculum. They must have every opportunity to be fully included in all aspects of school life. Our school's vision and values place inclusion, equity and high aspirations at the heart of all that we do.

We strive to eliminate prejudice and discrimination, and to nurture a culture where all children can flourish, feel safe and benefit from high quality teaching. This means that children will all have access to a broad and balanced curriculum however, the way in which they access this may vary depending on their individual needs. We enable learners in ways which take account of their varied life experiences and needs so that they are able to flourish.



What is a SEN information report?

Under the Children and Families Act 2014, the governing body of maintained schools, maintained nursery schools and academy schools must publish information on their websites about the implementation of the setting's policy for pupils with SEND. This information should be updated annually, with any changes to the information that occurs through the year being updated as soon as possible. The information that is required is set out in the Special Education Needs and Disability Regulations 2015 and is covered in Chapter 6 (para ref 6.79) of the Special Education Needs Code of Practice 2015.

How has this SEN Information Report been produced?

We place open, two-way communication at the heart of our partnership with our children and their families. In the production of this report, the opinions, ideas, thoughts and experiences of our children's parents and families have been captured through meetings and discussions with our SENCO, inclusion team and our wider teaching team. This information, along with that gained through our Pupil Voice processes, has been used to guide both the content and the format of this document.

Our Provision

What are special educational needs?

In the Special Educational Needs and Disability (SEND) Code of Practice (2014), SEN is defined as:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

What types of SEN do we provide for?

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

How do we identify and assess pupils with SEN?

In identifying children who may have special educational needs, we measure children's progress by analysing:

- Performance and wellbeing as part of ongoing teacher observation and assessment
- Outcomes from summative assessments
- Performance against the Year Group Expectations within the National Curriculum
- Specialised standardised screening or assessment tools

We hold regular Assessment Meetings between Senior Leaders and Class Teachers alongside Termly Conferences between teachers and parents/carers. A decision to put a child on the SEN Register and make SEN provision will involve the Class Team and the SENCO considering all of the information gathered about the child's progress and wellbeing, alongside national data and expectations of progress.

Our SEN support arises from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised; leading to a growing understanding of the child's needs and of what supports them in making good progress and securing good outcomes. The four stages of the cycle are Assess → Plan → Do → Review.

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. Where a potential special educational need has been identified, this cyclical process becomes increasingly personalised and an Individual Education Plan (IEP) will be written. An IEP is developed to help set manageable targets, and support, for pupils to help them overcome the barriers they are experiencing.

St Gabriel's SRP (Signals)

At St Gabriel's, our Specialist Resource Provision (SRP), Signals, ensures that children with significant communication and interaction needs are able to flourish both academically and personally within a nurturing, inclusive and ambitious environment. In line with our wider school vision, we seek to equip pupils with the tools they need to live fulfilled lives, develop meaningful relationships and participate confidently in their communities. We recognise that for many children, communication, social understanding and emotional regulation are significant barriers to

learning and wellbeing. Our provision therefore prioritises these foundations, understanding that when children feel safe, understood and valued, learning follows.

The SRP provides a specialist, communication-friendly environment designed to remove barriers to learning and enable all pupils to access a broad and balanced curriculum. Learning is underpinned by the principles of connection, regulation and growth, with staff recognising that strong relationships and emotional security are prerequisites for successful learning. During a child's initial transition into the provision, considerable emphasis is placed on developing trust, understanding individual communication styles, identifying strengths and interests, and recognising sensory and regulation needs. This careful transition process allows staff to build an accurate profile of each child and establish the foundations necessary for future success.

Admissions into Signals is managed by SENDAR however if you would like further information about this please do get in touch with our school SENCO Mrs Dowler

Who is our special educational needs coordinator (SENCO) and how can they be contacted?

Our Inclusion Team

SENCO -Mrs Dowler	Assistant SENCO -Miss Nleya	Assistant SENCO – Mrs Evans	Mental Health Lead -Miss May
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Mrs Beccy Dowler is our SENCO and is contactable via our school office: 01788 222405 or office@stgabrielscofeacademy.org

Our SENCO is responsible for:

- Developing and reviewing our SEN policy in partnership with our Inclusion Leader and the wider Inclusion Team.
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that families are involved in supporting each child's learning, kept informed about the support each child is receiving and involved in reviewing their progress.
- Liaising with all professionals who may be coming in to school to help children's learning.
- Updating the school's SEN register and making sure that records of needs are kept.
- Providing support for staff in our school, so that they can help children with SEND to achieve the best progress possible.

What is our approach to teaching pupils with SEN?

At St. Gabriel's, we follow a Three Wave Framework of Intervention with the aim of reducing underachievement.

Wave 1: Universal Quality First Teaching

We prioritise Quality First Teaching and recognise all teachers' responsibilities in meeting the needs of all children in their class. Quality First Teaching (QFT) focuses on high quality, evidence based and inclusive teaching for every child in a classroom. Wave 1 ensures teachers thoroughly scaffold our curriculum so that their pedagogical choices help secure progress for all children.

Wave 2: Targeted Interventions

Targeted interventions may be used alongside Quality First Teaching to provide extra support for children who are not making expected progress. Extra support can be provided during lesson time as part of whole class teaching or as additional provision outside of lessons.

Wave 3: Specialist Interventions

If a child's needs cannot be met through Universal or Targeted provision, Specialist Interventions may be used to secure positive outcomes. This often involves highly personalised, specialist programmes of support gained through accessing advice/intervention from outside experts or agencies. We regularly liaise with and seek additional advice from outside agencies such as Educational Psychology, Speech and Language Therapy, The Integrated Disability Service and Specialist Teachers. This is always with parental consent and may result in one off or regular visits from these agencies.

A child's provision may include elements from all three Waves of Intervention with the aim of securing the best possible outcomes for them. We take a child centered approach to designing our provision within the limitations of the resources available to the school.

Statutory Assessment of Special Educational Needs

If despite following all recommendations from outside agencies and providing a high level of additional intervention, a child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school, then a request to the Local Authority (LA) for a Statutory Assessment of the pupil's needs would be made. This is called an Education, Health and Care Needs Assessment.

This assessment can be triggered through:

- a request for an assessment by the school
- a request for an assessment by the parent
- a referral by another agency such as a health service or social services.

When a request for a statutory assessment is made to the LA, they must decide within six weeks whether to carry out such an assessment.

In considering whether a statutory assessment is necessary, the LA will pay particular attention to:

- Evidence that the school has responded appropriately to the requirements of the National Curriculum
- Evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- Evidence of action already taken by the child's school to meet and overcome these difficulties

- Evidence of the rate and style of the child's progress
- Evidence that where some progress has been made, it has only been as the result of much additional support at a sustained level above that which would normally be expected from schools

Once all the advice requested for the statutory assessment has been received, the LA must decide whether or not to draw up an Education Health and Care Plan (EHCP). The LA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHCP. When an EHCP is created, teachers will monitor and review progress during the course of the year using both the typical monitoring arrangements for all pupils and through monitoring progress made against the EHCP outcomes. All EHCPs must be reviewed at least annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the EHCP is still appropriate.

Further information about Warwickshire's process for the Statutory Assessment of Special Educational Needs can be found [here](#).

How do we adapt the curriculum and learning environment?

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to

enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

To adapt the curriculum and learning environment for pupils with SEN, we:

- Use a range of evidence-based teaching strategies
- Scaffold learning materials
- Provide access to ICT and Technology
- Provide additional in class support
- Provide additional out of class support
- Provide enrichment and enjoyment opportunities to stimulate and motivate
- Use flexible groupings – including small group work and intervention
- Ensure that all pupils have access to the school curriculum and all school activities
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement
- Use appropriate rewards and sanctions
- Regularly review our policies and practices in light of current research in order to achieve best practice

How do we enable pupils with SEN to engage in activities available to those in the school who do not have SEN?

All of our extra-curricular activities and school experiences are available to all of our pupils. Our staff, in partnership with children and their families, ensure equality of opportunity and promote a culture of inclusivity.

- All pupils are encouraged and enabled to go on our residential trips.
- All pupils are encouraged to take part in all activities and events such as sports day, school plays, special workshops and performances.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- If a disabled pupil joins the school then arrangements are made to ensure that they have access to all facilities needed before starting.

Outside agencies such as IDS would be contacted to ensure a smooth transition into school and to provide ongoing support. Where necessary, adaptations would be made to existing facilities and resources to ensure that the child would not be treated less favourably than a non-disabled child.

How are pupils supported in their emotional and social development?

We provide support for pupils to improve their emotional and social development in the following ways:

- We nurture a school culture which values individual difference and promotes equity for all
- Pupils with SEND are encouraged to engage fully in all aspects of school life

- Where appropriate, we make referrals to receive specialist support from services such as the Mental Health in Schools Team (MHST) and Children and Young People's Specialist Mental Health Services (RISE).
- Additional 'wellbeing checks' to support connections for some of our pupils
- Emphasis from all staff that there is nothing children can't tell us
- Maintaining a robust Positive Behaviour Policy

How do we support transitions between phases and stages?

Starting School in Nursery or Reception

Beginning their educational journey can be a challenging time for children with SEND and their families. To help ensure a smooth start with us, we work closely with a child's family and their current setting (if relevant) to develop a transition plan. This plan may involve additional home visits, visits to current setting, meetings with any professionals involved or additional visits to school. This plan is co-produced in partnership with a child's family and regularly reviewed throughout the process.

Starting St. Gabriel's in Key Stage 1 or Key Stage 2

Due to our context, it is not uncommon for children to join our school having attending another setting for part of the education. Just like starting in our Early Years, this can be a challenging time for children with SEND so we work closely in partnership to ensure a smooth

transition. A range of strategies might be employed including home visits, visits to school, current setting visits and/or meetings with any professionals involved.

Moving Between Year Groups

All children with SEND have a Pupil Profile. This profile is written by the adults that know them well and captures their thoughts and feelings on a range of topics. These documents are reviewed annually and form part of our targeted transition support. For some children with SEND, their needs are further met through additional transition support which may include additional time with any new adults from their new year group, additional time in their new classroom, additional meetings with their family and/or 1:1 or small group interventions supporting children to manage this change.

Transitioning from Primary School to Secondary School

To support a smooth transition to the next stage of their education, children with SEND receive enhanced support as the end of their time at St. Gabriel's approaches. This typically involves sharing information between settings and supporting children and their families to access any additional transition activities their next school offer. A child's Class Teacher and/or our SENDCO will meet with a member of a child's receiving school to outline a child's educational journey, their needs alongside their talents and strengths.

How do we consult parents of pupils with SEN and involve them in their child's education?

We are committed to working in partnership with families to ensure that children are empowered to achieve the best possible outcomes.

Parents and carers are involved through:

- [Weekly Learning Updates](#)
- [Termly Overviews](#)
- Knowledge organisers for our Curriculum
- Termly parents/ carers consultations
- Ongoing discussions with Teachers and/or SENCO
- Reviews of a child's Individual Education Plan
- Annual Review of their EHC Plan
- Home/School Communication Books

How do we consult pupils with SEN and involve them in their education?

Our children are encouraged to voice their needs and wants through open, trusting relationships with all school staff. We employ a range of strategies to seek children's views about their education in ways which are appropriate to each child's age and stage. For example, we may:

- Discuss with them 'What's Working Well and any 'Even Better Ifs'; recording these as appropriate on Pupil Profiles
- Make close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning
- Involve children with SEND in planning their own activities and encouraging them to share what they would like to learn and participate in
- Use Pupil Voice surveys

What expertise and training do our staff have to support pupils with SEN?

At St. Gabriel's, we believe that all teachers are teachers of children with special educational needs and at the heart of our provision is Quality First Teaching. Because of this, much of our staff training is focused on supporting our team to develop their knowledge and skills in evidence-based approaches such as Cognitive Load Theory and Interleaving. All of our teaching staff participate in a range of training opportunities with SEND as the focus. For example: Team Teach Training (a positive approach to de-escalating challenging situations and positive handling); Individual Consultations with Speech and Language Therapists, learning support specialists or Educational Psychologists as well as 'In-house' staff meetings and INSET on a variety of topics including Mapping Provision, Emotion Coaching, Trauma Informed Practices, Emotionally Based School Avoidance, Neuro-diversity and creating Effective Individual Education Plans.

How do we involve specialist expertise in meeting the needs of pupils with SEN and supporting their families?

At St. Gabriel's, we work with a wide range of specialists to secure the best possible outcomes for all our children. These include:

- Educational Psychologist Services
- Schools Mental Health Team
- Speech and Language Support Services
- Primary Mental Health Teams
- Neurodevelopment Clinic
- Visual Impairment Support Services
- Integrated Disability Service
- COMPASS (School Nursing Team)

We are also able to signpost families to a wide range of services to support their needs and overcome the barriers they are experiencing.

How do we evaluate the effectiveness of our SEN provision?

The monitoring of planning, teaching and children's learning, which is carried out by the Leadership Team also includes reference to SEND provision and progress. Such monitoring is used to inform our termly strategic planning, the allocation of resources and training needs.

The Leadership Team, Trust Representatives and Governors all carry out a range of monitoring activities to evaluate the impact of school improvement measures on attainment and broader outcomes. This monitoring is also used to identify subsequent next steps. Improvement priorities may relate to any aspect of SEND provision. In addition to the monitoring of improvement priorities outlined above, the governing body monitor all aspects of SEND through a named governor. This governor meets with the SENDCo regularly to discuss current priorities, evaluative evidence, new training and latest legislation.

How do we handle complaints from parents of children with SEN about provision made at the school?

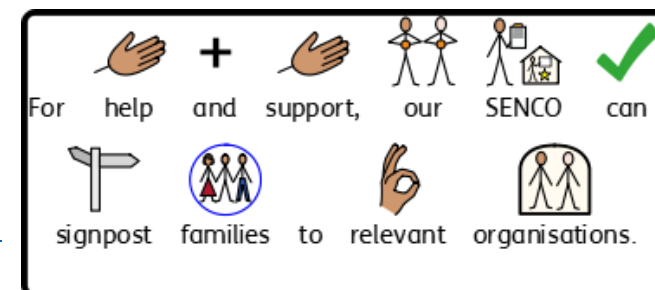
Our Complaints Policy is available [here](#) and concerns about Statutory Assessment processes for SEND should be raised directly with the [Local Authority](#).

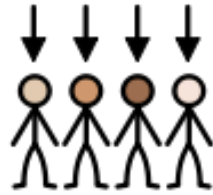
The Local Authority Local Offer

Warwickshire's SEND local offer brings together information about the local services and support available across education, health and social care for families with children and young people aged 0 to 25, who have special educational needs and/or disabilities. Information about Warwickshire's local offer can be found at <https://www.warwickshire.gov.uk/send>

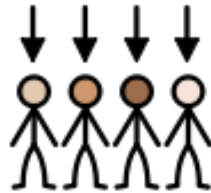
Contact details of support services for parents of pupils with SEN

- Warwickshire County Council website, <https://www.warwickshire.gov.uk/childrenfamilies>
- SENDIAS, <https://www.kids.org.uk/warwickshire-sendias-front-page>

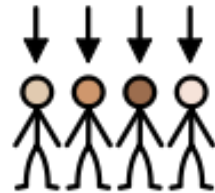
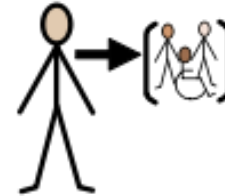




Every child loved.



Every child included.



Every child flourishing.

