

St. Gregory CEVC Primary School

Life in All its Fullness

Special Educational Needs Offer - Information for Parents

At St. Gregory CEVC Primary School we embrace the individual social and emotional development of all our pupils. We endeavour to meet the wide range of pupil's needs in a variety of ways and encourage them to become confident, motivated, independent learners. We celebrate individual achievements and encourage the pupils to celebrate each other's too.

We aim for all pupils to make progress and enjoy their learning experiences at St. Gregory. The progress of individuals is monitored closely and adaptations to teaching and support are put in place. Quality First Teaching (QFT) takes place in all our classes. We understand that some learners progress at a slower pace than others and sometimes need additional support to help meet their needs. If a pupil's learning needs are significantly greater than the majority of the pupils of the same age or they have a recognised educational, medical or physical need that hinders some of their access to the curriculum, we will adapt as appropriate and discuss this with parents. We encourage a close open working relationship with parents.

Areas of Needs may be:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical

Quality First Teaching

All learners receive well planned and adapted teaching which gives learners the opportunity for them to become motivated, independent learners. When planning lessons, teachers take into account the needs of individuals.

Within the class there will always be some learners who need additional support and this will be provided by the Class Teacher or Learning Support Assistant (LSA). In any of the areas of need listed above, we will endeavour to adapt the teaching and support to help meet the learners' needs within the class. This may be either individually or within a small group by either the Class Teacher or Learning Support Assistant (LSA). This support is always planned by the Class Teacher and can be given for a short period of time or may be extended for the longer term and is always monitored closely by the Class Teacher. Alternatively, the support could involve adapting learning materials, providing broken down instructions, additional practical resources etc. We endeavour to provide opportunities for children to become more independently through the learning opportunities in class.

Sometimes, although additional support has been provided, learners still need support which is in addition to that provided in class to help make the expected progress. It could be that an individual's needs are different to/or additional to the majority of their peers. In such cases additional support may be provided away from the class by a teacher or appropriately trained Learning Support Assistant (LSA). Such pupils are usually identified by the Class Teacher and the support provided is either planned by the Class Teacher or in close conjunction with them. The support may consist of pre-teaching of concepts or revisiting learnt concepts through additional practise and consolidating understanding. Some support

may involve working closely and assisting pupils in working towards their specific targets, helping improve speaking and listening skills or working towards the improvement of fine motor skills. For others, this may involve individual or group support working towards personal goals or personal social and emotional support. These interventions generally take place over a short to medium period.

For some pupils, despite targeted individual support, there may be slower progress than expected. For such pupils, school may, (with parents' permission) seek advice from outside agencies, such as Speech and Language Therapists, Specialist Education Services to help support school in making a plan for future progress and/or provision.

If QFT and short/medium term interventions show limited progress, school may provide additional support for the child away from the class on 1:1 basis. The learning for these children will be planned for by the Class Teacher and Special Educational Needs Co-ordinator (SENCo) and may be in conjunction with outside professionals, such as Speech and Language Therapist, Occupation Therapist, Physiotherapist for example. School may discuss with parents whether the advice of any further agencies will need to be sought.

We will provide:-

- An Appropriate Curriculum
- Appropriately Qualified Staff – staff training as appropriate
- An Assessment, Plan, Do and Review approach
- Regular discussions between Class Teacher, SENCo and Parents
- Close observations, notes made on the steps made in progress (however small)
- Adapted Learning Materials
- Appropriate Resources
- Rigorous Monitoring
- Identification and Assessment of Need
- Close contact with families including regular meetings
- Pupil voice
- Provision in line with the School SEN Policy
- Information provided to SEN Governor
- Contact with Outside professionals
- Links with Local Authority
- Possible Multi-Disciplinary Assessment

Referrals to Specialist Education Services

If progress continues to be slower than expected and/or additional learning needs are identified, following discussions with parents, it may be necessary to ask for support from the Local Authority Specialist Education Services. This involves a referral to the service; they will consider which Team within the Local Authority is most appropriate to be able to support school.

Education, Health and Care Plan

For some pupils an Education, Health and Care Plan may be considered appropriate. This is statutory recognition of the pupil's needs and what provision is needed to support that learning.

Specialist Unit

Within St. Gregory we also have two Specialist Units (SU). These provide places for up to 20 pupils with moderate learning difficulties and complex additional needs who have Education, Health and Care Plans and this provision has been deemed appropriate by the Local Authority, School and Parents.

The SUs use the Thrive Approach to provide a nurturing educational setting which promotes independence, educational, social and life skills for our pupils. Pupils within the SU are integrated into the mainstream setting as appropriate to the individual. The SU do at times provide short interventions to pupils in the mainstream setting who need additional support for a variety of reasons.

What training do Staff receive in relation to Special Educational Needs and Disabilities (SEND)?

At St. Gregory's we aim to keep all staff trained to the highest possible level. In-service training (INSET) is provided on a regular basis by staff in relation to their specialised area. Regular monitoring and observations of lessons and support groups take place.

We also have close links with many outside professionals who have provided training in a range of areas.

Frequently Asked Questions

Who should I speak to if I am concerned about my child's progress?

In the first instance, please speak to your child's class teacher. If you are still concerned ask your child's class teacher to arrange for a further meeting with themselves and the school SENCo.

What support will be available to my child?

All children receive Quality First Teaching, which includes adaptations for the needs of the individual. In addition to this the Class Teacher and/or Learning Support Assistant (LSA) will support the child in class to make progress. If however, your child is still making slower progress than expected a short to medium term intervention will be put in place. Your child's class teacher will discuss this with you. If again this does not prove to support your child in making the expected progress, the child's class teacher will discuss this with the SENCo and arrange a meeting with you and the SENCo.

How is my child involved?

Your child is given opportunities throughout the week to comment on their learning and termly your child will be asked to complete (with support as appropriate) a One Page Profile which will help Teachers understand your child's needs from their perspective.

Useful Links

Suffolk County Council Local Offer – [Suffolk InfoLink | Suffolk SEND Local Offer](#)

Access Unlimited (for Suffolk children and young people with additional needs) – www.access-unlimited.co.uk

SENDIASS (for parents of children with Special Educational Needs and Disabilities) – [Home - Suffolk SENDIASS](#)

Wellbeing Support

Emotional Wellbeing Gateway – Mental Health Services and Support - [Suffolk InfoLink | Emotional Wellbeing Gateway - Mental Health Services & Support](#)

Children and Young Persons Emotional Wellbeing Hub - [Suffolk InfoLink | Children and Young People's Emotional Wellbeing Hub](#) - Parents and carers can make a direct online referral can be made to the Hub on this page

Wellbeing courses and Online Webinars - [Online Workshops and Courses - Wellbeing Suffolk \(wellbeingnands.co.uk\)](#)

MindEd for families - A free educational resource on children's and young people's mental health for all adults - [MindEd for Families](#) including parenting tips to help support your child.

Sleep information and free resources about sleep for children, young people and families. - [Sleep resources | Suffolk County Council](#)

Suffolk Onelife - Offers 12 months' worth of support for children and young people from the age of 5 to 18 years, alongside their families, who would like to achieve a healthier lifestyle and maintain a healthier weight. [Families & Young People – OneLife Suffolk](#)

Other Useful Links

National Autistic Society – www.autism.org.uk

Asthma Support – [Asthma resources | Asthma + Lung UK](#)

National Society of Epilepsy – www.epilepsysociety.org.uk

Disability Living Allowance - www.gov.uk/disability-living-allowance-children/overview

Disability Rights – www.disabilityrightsuk.org

Disability Living Foundation – www.dlf.org

British Deaf Association – www.bda.org.uk

British Dyslexia Association – www.bdadyslexia.org.uk