



St Gregory the Great Catholic School

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ST GREGORY THE GREAT CATHOLIC SCHOOL

SINGLE EQUALITY POLICY



EXECUTIVE SUMMARY

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Our Ethos Statement

This school was founded by, and is part of, the Catholic Church. The school shall be conducted in accordance with the provisions of the Education Acts and subject thereto, in accordance with:

- the provisions of the Instrument of Government;
- the provisions of these Articles and Rules or Bye-Laws made there under;
- the trust deed of the Archdiocese of Birmingham;
- the teachings and canon law of the Roman Catholic Church; and at all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.

Acts of collective worship shall be in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church.

The form and content of religious education provided shall be determined from time to time by the Governing Body and shall be in accordance with the teaching, discipline and particular norms of the Catholic Church.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher /Principal	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head / Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.

School Community	Responsibility
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website and in the school newsletter.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body **[Insert date here]**

Date to be reviewed by the Governing Body **[Insert date here]**

WELCOME TO ST GREGORY THE GREAT CATHOLIC SECONDARY SCHOOL

St Gregory the Great Catholic Secondary School have used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school? 1189
- What information on pupils is collected by protected characteristics?

Using the SIMS data the following information was available:

Ethnic Categories							
White British	572	White & Black Caribbean	58	Indian	47	Any Other Black Background	15
Irish	26	White & Asian	18	Pakistani	68	Refugee	44
Any other white background	94	White & Black African	12	Bangladeshi	21	Asylum Seeker	2
Traveller of Irish Heritage	10	Any Other Mixed Background	26	Any other Asian background	66	Any Other Ethnic Group	27
Gypsy/Roma	1	Chinese	3	Black Caribbean	47	Information Refused	7
White European	N/C	Any other Chinese background	0	Black African	71	Information Not Obtained	0
Disability Categories							

Not Collected	Needs Medication	Other Disability / Health Problem
No disability	Problems with Incontinence	
Problems with Mobility	Problems with Communication	
Problems with Hand Function	Problems with Hearing	
Problems with Personal Care	Problems with Vision	
Problems with Eating and Drinking	Problems with ASD / Aspergers	

Special Educational Needs (SEN)	Percentage (%)	Actual No.
No Specified Special Educational Need	75%	895

Gender		School Action	13%	157
Girls	577	School Action Plus	10%	116
Boys	612	Statemented	2%	21

Religion & Belief					
Anglican	N/C	Church of England	N/C	Sikh	7
Baptist	N/C	Hindu	22	No Religion	151
Buddhist	8	Jewish	0	Other Religion	4
Catholic	527	Methodist	N/C	Unknown	22
Christian	335	Muslim	113		

No Information was available on the following protected characteristics:

- **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.
- **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitively when collected.

Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment Attendance
- Engagement in school activities
- Exclusions
- Rewards and sanctions
- Representation on school bodies e.g school councils,

Admissions

We only collect very limited diversity data during the admission process which relates to protected characteristics. These are gender, SEN and some details on baptism for admission to our Catholic School. This limited information makes it difficult to assess whether or not children are under-represented at the point of admission. The first time we collect wider diversity data is during the autumn term when we complete a census type form for the Local Authority.

Attainment

Equality Objective: To explore and understand the issues further so that the school can begin to narrow the gap for students on Free School Meals.

Why: Raiseonline shows that we narrowed the gap significantly for this group by August 2012. It is however still 19% behind the national average. We have to improve this as a priority.

How: Evaluate the impact of current methods introduced in the previous academic year; including monitoring of Parents Evening attendance.
Consult with the school community; particularly make sure that parents/carers are involved
Explore best practice in schools locally and nationally who may have encountered similar issues.

Outcome: The outcome will be specifically related to 5 A* - C English and Maths grades for the 24 in Year 11 students known to be eligible for Free School Meals.

Attendance

Equality Objective: To explore and understand the reasons for the extended absence of persistent absentees and what support can be given to individual pupils and their families to begin to improve attendance rates.

Why: Persistent absenteeism was relatively high in 2010-11. Analysis showed that a relatively small number of pupils had very high absence for health and/or social reasons.

How: Work with others including A and E team, PCAMHS, social services build support for individual reintegration programmes.

Outcome: To reduce persistent absenteeism in 2011-112 through improved attendance of targeted individuals.

Exclusions

Equality Objective: To reduce the high numbers of pupils with SEN excluded by the school.

Why: 24% of pupils at St Gregory the Great are identified as having Special Educational Needs. However, in 2010-11 78.5% of exclusions were of pupils on the SEN register. So far this academic year, the figure is 75%. Nationally, the proportion of exclusions given to pupils on the SEN register is around 70%.

The vast majority of the pupils being excluded from St Gregory's are on the SEN register at School Action Plus for BESD.

Measures must be taken to reduce the disproportionate number of pupils with SEN being excluded from St Gregory's.

How: We need to consider the possibility that just as pupils can be incorrectly labelled as having learning needs when they are in fact underachieving pupils may well also be labelled as having BESD when they are “under behaving” and this means that we may not be supporting them appropriately.

Action: Build on the work currently being undertaken to identify pupils at risk of exclusion as early as possible (i.e. by liaison with primary schools).

Action: Pre-exclusion meetings – pupil identified as at risk of exclusion triggers meetings with parents – build on / modify existing PSP system.

Action: Analyse data to identify specific groups at risk and key times when behaviour leading to exclusions occurs (e.g. boys at break and lunchtimes).

Outcome:

- **Reduction in the overall number of exclusions**
- **Reduction in the proportion of exclusions of pupils with SEN**
- **Within this, we would expect to see fewer pupils with SEN being excluded with each year as they progress through the school, indicating that strategies and interventions are working.**

Although the data collection did not identify significant issues in relation to Race we have decided to include this group in our work on exclusions as we recognise that we have had some exclusions where we are challenged on the grounds of race discrimination.

Raise awareness of equality in dealing with behavioural issues at St Gregory the Great School

Why: Because in discussion with traveller children and their parents we have become aware of their feelings of inequality when they are being dealt with concerning behavioural incidents. The traveller students shared that the word ‘Pikey’ was used as a derogatory term by students but was allegedly not treated the same as other derogatory racial terms against other ethnic groups. Also, traveller students were often grouped together at incidents and referred to ‘as the travellers’ rather than individual students.

How: Consult with the school community that his impacts upon in a sensitive and confidential manner.

Analyse behavioural incidents that include the word 'Pikey' and observe whether the outcome of the incident is resolved as other racial incidents.

Ask our traveler community to produce a lesson for our vertical tutor Personal Skills programme.

Additional Objectives:

Our data did not identify any areas of concern in relation to religion or belief or to age. However we have decided to include actions in these areas as noted below:

- In order to keep a high profile on Catholicity we will continue to deliver a robust RE syllabus and visit different places of worship as part of our school curriculum activities.
- We will introduce some intergenerational work to help to foster good relations between our older and younger generations. During the summer term we will be lead involvement in History Pin. This will involve making contact with our local Elderly Care Facility and inviting them into school. Our pupils will then work with them on the computer. This will provide both groups the opportunity to meet and get to know each other whilst learning useful skills.

We will engage with our school community to ensure the objectives identified are the best ones for this academic year based on the data analysis. The equality objectives for St Gregory the Great School are contained within the school improvement plan and are monitored by the governing body quarterly.

Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

Equality Objective: To employ a more diverse workforce

Why: We recognise that it is important to have a workforce that represents the society we serve

How: We already know some details of the staff we employ but we need to improve our data collection to include information about all the protected characteristics. We will conduct another survey of existing staff to collect additional diversity data. This will happen in the autumn term.

We will then map this new information against the demographic data we hold. Where we identify an under-represented group we will endeavour to attract staff using appropriate mediums when we next recruit.

When we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, short listing, interview and job offer stage. Where we identify any issues, which impact on any particular group, we will look at initiatives to address this.

Outcome: Have a more diverse workforce to represent the community we serve.

Equality Objective: Ensure we maintain a professional workforce.

Why: We want all staff to feel valued and be able to realise their full potential.

How: We will ensure that all staff are given the opportunity to access all developmental opportunities. This includes internal and external CPD as well as taking on leadership roles within the school setting.

Outcome: To have a professional workforce that feels valued, and treated fairly in accessing training and development opportunities to develop their professionalism.

We will measure the success of this by conducting annual staff surveys.

St Gregory the Great School Equality Policy and Equality Plan

Introduction

St Gregory the Great School recognises that everyone should be included equally in all aspects of school life and have equal access to all of the opportunities that the school offers, regardless of gender, ethnicity or asylum status, home circumstances, Special Educational Needs (SEN) or medical conditions.

This policy embraces the key topic areas set out in the school's mission statement:

Compassion; we are an inclusive school that is sensitive to the needs of all students in our community

Integrity; we promote and celebrate a consistency of actions, value, expectations and outcomes for all our students

Wisdom; the ability to live with, work with and support all in our community is an important life skill for all students

Justice; all students will be given equality of opportunity in our school

The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of school life and no adequate home study space
- Low parental support or different parental expectations
- Frequent moves and lack of stability in life leading to time out of school or low attendance
- Lack of support with emotional, mental & physical well-being and poor behaviour including exclusions
- Language difficulties / English as an Additional Language (EAL)
- Special Educational Needs
- Medical conditions / Physical Disabilities
- Lack of physical access to school facilities or services
- Inappropriate curriculum
- Failure to identify and nurture gifts and talents
- Undiagnosed or unsupported sensory impairments
- Recruitment, management and development of staff and governors

The school recognises that it has a legal obligation under the Disability Discrimination Act to meet the needs of people with disabilities and to make Reasonable Adjustments as required.

- **We work to establish, maintain and develop an inclusive school culture and ethos.**

We are a diverse school which includes students and staff from a wide range of cultures and backgrounds. We celebrate diversity and equality and recognise achievement through special events, assemblies and our curriculum. We promote positive attitudes towards disabled people and those of different ethnic groups through our curriculum and the daily life of the school. We set high expectations of

effort and behaviour throughout the daily life of the school by example and via our Whole School Behaviour Policy, including in lessons, tutor sessions, extra curricular activities, the mentoring programme and our reporting system which includes recognition of effort and behaviour as well as achievement and attainment. We strive for “fair justice” in our responses to issues and difficulties.

We welcome applications for school places (see Admissions Policy) and jobs (in accordance with all current employment legislation) from all sections of the community.

- **We strive to prevent and deal effectively with bullying and harassment**

We take a strong stance against bullying via our Anti Bullying Policy and in our daily work. We ensure that incidents of bullying are dealt with swiftly and effectively via our Overcoming Barriers to Learning Faculty (OB2L). We recognize that groups covered by this policy can be more vulnerable to bullying and harassment and our recording and reporting system (SIMS), is used to record and analyze bullying and harassment on grounds of race, gender, disability and other needs.

- **We listen to pupils, staff, parents and others**

Mechanisms for hearing the student voice include the School Council, mentoring, the vertical tutorial system, meetings and reviews as appropriate.

Opportunities for parents to offer views and raise concerns include parents’ evenings and Parent Staff Association (PSA) meetings, PSA telephone calls to parents of Year 7 pupils in the autumn term.

Staff are involved in decision making through the school meetings cycle and the line management system.

We ensure that we encourage and enable the full range of views via the Equality and Disability Working Party which is open to any interested member of staff, pupil or parent.

If any stakeholder has a concern they are encouraged to communicate it to the Senior Leadership Team (SLT) or the Governing Body.

- **Equalizing opportunities**

We recognise that some of the groups covered in this policy are likely to be economically disadvantaged, and we work to equalise opportunity by:

- Ensuring that school uniform is affordable
- Avoiding putting parents under unnecessary financial pressure
- Promoting the take-up of extra-curricular opportunities and monitoring the take-up of these
- Ensuring that our charging policy is appropriate
- Monitoring take-up of extra-curricular opportunities and ensuring that activities and events are accessible to all
- Offering access to careers advice and work experience placements to all pupils
- Providing good quality, balanced free school meals to those who are entitled to them

We inform and involve parents and carers

We inform parents and carers about all aspects of school life via the prospectus, the school website, the weekly newsletter, parents evening and the house system. Translators, readers or Braille versions of documents can be made available as required.

We encourage parents to let the school know if they have a particular disability-related or other need and offer opportunities for any parent to join the PSA or governing body or to help in school on a voluntary basis.

The tutorial and reporting systems ensure that parents know how well their child is progressing and what they can do to support them at home.

- **We welcome young people who are new to the school and support them to settle in effectively, recognizing that some of the groups covered in this policy are likely to find this particularly challenging**

Mechanisms that enable smooth transition include SENCo networking and information sharing, the Vertical Tutoring System, Peer Mentoring, a Nurture Group to support the transition of vulnerable Year 6 students which is run by the Inclusion department in the Summer Term, the OB2L faculty, transition day and interview evenings, Summer School Days for Year 5 pupils, a member of SLT with responsibility for transition and partnerships with local primary schools.

- **We address the full range of learning needs and support all learners via our SEN (Inclusion), English as an Additional Language (EAL) and Teaching and Learning Policies.**

Measures are in place to monitor the impact of interventions to support pupils with SEN or a disability and to ensure that they are appropriate and effective.

- **We make the school accessible to all**

The school is purpose built and was completed in October 2006. The architects and contractors took into account all legislation regarding access arrangements. Upper floors are accessible via lifts. Reasonable adjustments are made and the needs of staff, parents and pupils are considered on an individual basis as required.

St Gregory the Great School Special Educational Needs (Inclusion) Policy

This policy embraces the key topic areas set out in the school's mission statement:

Compassion; we are an inclusive school that is sensitive to the needs of **all** students in our community;

Integrity: we promote and celebrate a consistency of actions, values, expectations and outcomes for **all** of our students;

Wisdom: the ability to live with, work with and support **all** in our community is an important life skill for all students;

Justice: **All** students will be given equality of opportunity in our school and students with SEN will be given particular support with relationship and welfare issues.

St Gregory the Great School is an inclusive school. Staff at St Gregory the Great School believe that children with SEN must have those needs recognised and addressed. These children should have access to a broad, balanced, inclusive education including the National Curriculum and wherever possible should be taught alongside their peers. St Gregory the Great School believes it is important to address pupil's needs as they arise and to provide effective support to meet those needs.

Aims

1. To identify educational needs effectively using criteria published in the Oxfordshire Moderation Handbook and provide the support necessary to enable pupils to make progress.
2. To consult, involve and work with pupils on the SEN register and their families and to take into consideration their views.
3. To liaise with and make effective use of outside agencies as appropriate as part of a planned and graduated response to individual need.
4. To work closely with feeder schools in order to share detailed information about children with SEN and to continue with a comprehensive assessment and recording programme throughout the school including the passing on of relevant paper work.
5. To inform and support departments and other staff in meeting individual need through sharing baseline information, Pupil Profiles, Access Plans, targets and strategies.
6. To review pupil progress annually or as and when appropriate.

7. To work collaboratively with all staff to ensure that barriers to learning are overcome and students are enabled to achieve.
8. To evaluate annually the effectiveness of the SEN provision within the school using the schools review and evaluation process.

Objectives

St Gregory the Great School has devised a clear framework for the implementation of the Code of Practice and involves outside agencies through the work of the Overcoming Barriers to Learning Faculty and the Inclusion Department. Initial identification is through information received from feeder schools and/or parental/carer concerns and or staff referral or pupil self-referral, together with subject teacher assessment, internal and external assessments. The Inclusion Department also carries out its own screening and assessment programme with incoming Y7 pupils and older students as required.

Pupils are taught in groups which best match the strategies of individual departments. This helps subjects to provide strategies that give greatest access to a broad balanced curriculum that meets the individual needs of a student. There may be movement of individuals across teaching groups to ensure that their needs are being met. Parents/carers are informed and involved at all stages by letter, telephone calls, review meetings and parents' evenings according to their statutory rights, and their involvement is always encouraged and welcomed.

All staff members are involved in accurate pupil assessment which will, if necessary, inform intervention. Assessment information is also used in SEN monitoring and reporting procedures. Assessment information will include National Curriculum levels, reading and spelling ages, non verbal reasoning tests and diagnostic assessments as required. All subject areas are required to make differentiated provision where appropriate to meet pupil's needs and to keep accurate records of pupils' progress.

All departments are aware of and have regard to the advice and recommendations within the National Curriculum Inclusion Statement and recognise that it is the responsibility of all staff to remove barriers to learning, set suitable learning challenges and plan to meet the diversity within each group. Information technology to support pupils with SEN is used when appropriate. In line with the recommendations in the Code of Practice, the views of the student are always taken into consideration and students are involved in the target setting process.

The Management of SEN

The overall management of SEN provision is the responsibility of the Leadership Team, the Inclusion Manager (SENCo) and the Overcoming Barriers to Learning Faculty.

The Inclusion Manager (SENCo) is responsible for:

- The day to day operation for the School's SEN policy

- Liaising with and advising fellow teachers
- Co-ordinating provision for children with SEN
- Maintaining the school's SEN register and overseeing the records on all pupils with SEN
- Liaising with parents/carers of children with SEN
- Contributing to the in-service training of staff
- Liaising with external support agencies, medical and social services and voluntary bodies

Admission Arrangements

Admission arrangements for pupils with SEN at St Gregory the Great School. are in accordance with Local Authority regulations and are non-discriminatory. It is part of the school's approach to meeting individual need to work closely with our feeder schools and to support transfer arrangements by:

- Analysis of Y6 data
- Transfer planning
- Collaboration with Y6 staff / SEN staff in primary schools
- Arranging pre-transfer visits
- Setting up and monitoring of 'buddying' arrangements
- A Y6 "Nurture Group" to support vulnerable pupils with transition

SEN Specialisms

The Inclusion Manager (SENCo) has experience of supporting pupils with SEN across the age range and in a range of settings as well as of managing teams of staff. Within the school there are a number of teaching and support staff who are very experienced in supporting pupils with SEN.

Access Arrangements for examinations

Extra time, rest breaks, use of a reader and/or scribe and modified papers and/or procedures are provided in school assessments and external exams when necessary. Appropriate arrangements are made to obtain concessions in external examinations.

Access for the Disabled

The school is an inclusive school and aims to be accessible for pupils with disabilities. The school is a new-build completed in October 2006 and the architects and contractors for the new building have taken into account legislation regarding access requirements. There are lifts available to access all upper floors.

The Allocation of Resources

Resources have been allocated to provide:

- Staffing: The Inclusion Manager's line manager is a member of the Leadership Team
- The school currently employs 15 Inclusion Assistants, 4 Senior IAs, 2 HLTAs and two Specialist IAs (Specialist areas Literacy and Physical Disability)
- For statemented pupils, the provision specified in the statement is made through teaching assistants where appropriate and is resourced through the school's delegated special needs budget.

Accommodation and Resources:

- One teaching room
- 5 rooms for group/withdrawal work
- Resources for literacy needs and specific learning difficulties
- 4 networked / Internet ready computers
- Access to a suite of computers

The Inclusion Department has access to a budget for professional development which provides courses for staff to develop their knowledge and expertise in this area.

Identification, Assessment, Record Keeping and Reviews

At every stage of identification, assessment and review, record keeping arrangements have been made. Records are held within the Inclusion Department.

Initial identification is through information received from feeder schools and/or parental/carer concerns and or staff referral or pupil self-referral, together with subject teacher assessment, internal and external assessments.

Assessments used by the Inclusion Department include:

- NFER Group Reading Test
- Single Word Reading Test
- Revised Salford Sentence Reading test
- Vernon Spelling
- The Neale Analysis of Reading Ability

- Diagnostic Reading Assessment
- Literacy Assessment Pack (Oxfordshire County Council)
- Handwriting Assessment by Sandwell Child Psychology Service
- NFER Non verbal Reasoning Test
- LASS Dyslexia Screening

The Inclusion Manager is responsible for overseeing the assessment of pupils, the development of Access Plans, Pupil Profiles and other documents and the maintenance of accurate records. All teaching staff have a responsibility to remove barriers to learning, to enable all students to access the curriculum, and to maintain appropriate records.

Documentation and record keeping

Pupil Profiles are written for all pupils on the SEN register. Other documents including Individual Education Plans and Individual Behaviour Plans may be used in addition to these.

Reviews of provision for pupils with Statements take place termly

Reviews of provision for pupils at School Action Plus take place 2-3 times per year

Pupils at School Action are reviewed annually and monitored regularly by their tutor via the vertical tutor group mentoring system

Transition Reviews are held in the spring term of Year 9. The Connexions Personal Advisor, in collaboration with the Inclusion Manager, develops a Moving On Plan for each pupil with a statement of SEN and option choices for the future are considered with the pupil, parent and Connexions advisor. The Moving On Plan is a working document and is reviewed at subsequent annual reviews.

The Inclusion Manager is responsible for maintaining the Special Needs Register and all staff have access to this.

Pupils and parents are involved at every stage.

The Inclusion Manager, Head of House, Deputy Heads of House and the Director and Deputy Director of OB2L are involved with outside agencies via the OB2L Faculty. Outside agencies are approached for advice and support as appropriate.

Inclusion Arrangements

Every pupil at St Gregory the Great School has access to all aspects of school life and the school curriculum and is enabled and encouraged to participate fully.

Parental Involvement

Information: This SEN (Inclusion) Policy document is available on request and is published on the school website. The aims are published in the school prospectus. Parents are encouraged to discuss their concerns with form tutors, the Inclusion Manager, Heads of House or the Leadership Team via appointments, reviews and parents' evenings. Parental views are valued, recorded and given due consideration throughout the process. Parents are made aware of the support within the school for pupils with SEN through the review process.

Partnership: St Gregory the Great School aims to work in partnership with parents of pupils with SEN. Initial notification to parents is by letter/telephone call when a concern is first expressed. Parents are invited to contribute and discuss progress and concerns at all stages and their views are recorded.

Access for Parents: Staff at St Gregory the Great School have found that the most effective means of communication is by meetings with parents and through direct telephone contact. Meetings are held in private offices or meeting rooms, or home visits can be arranged.

Links with Mainstream and Special Schools

All pupils at St Gregory the Great School are integrated into mainstream education. St Gregory the Great School has strong links with feeder primary schools through the Assistant Head with responsibility for transition, Heads of House and the Inclusion Manager. The school has made links with local special schools and referral units.

Success Criteria for the School's SEN (Inclusion) Policy

The effectiveness of the School's SEN (Inclusion) Policy and provision is reviewed and evaluated annually using the school's review and evaluation process.

Dealing with Complaints

If parents/carers are concerned about the provision for their child, they are encouraged to forward their views to the Inclusion Manager, the Director of Overcoming Barriers to Learning responsible for SEN, the Head Teacher or a school governor.

