



St Gregory the Great Catholic School SEND information report and policy

“opera in caritate”

based upon St Gregory’s statement “The proof of works are in love”

(Incorporating the revised code of practice September 2014)

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1. School Arrangements.

1.1 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of students. Some students need educational provision that is additional and different to this. This is special educational provision under section 21 of the Children and Families Act 2014.

A child has special educational needs if he or she has a learning difficulty or disability if she or he:

- Has a significantly greater difficulty in learning than the majority of others of the same age.

Or

- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Aims and objectives:

The Governors and staff of St Gregory the Great School recognise that all students have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a

happy, educationally fulfilling and positive environment in which all pupils can develop to their full potential and become confident, independent individuals. Whilst working to 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 our 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.

We aim to:

- Ensure that our curriculum is responsive to all students whatever their individual need.
- Promote positive attitudes and individual confidence, ensuring all students experience success.
- Follow the graduated approach, to ensure that students SEND is regularly reviewed following the assess, plan, do and review process, encouraging parents and carers to be involved in planning and supporting at all stages of their child's development.
- Make effective use of external support services.

1.2 Roles and Responsibilities.

Provision for pupils with Special Educational Needs is a whole school matter at St Gregory the Great School.

1.2.1 Governors.

The Governors of St Gregory the Great School, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school's work, including provision for students with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They determine the school's general policy and approach to provision for students with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the SEND line manager and SENCo, of the provision for students with special needs and implementation of the policy within the school.

1.2.2 Special Educational Needs Coordinator (SENCo.)

The SENCo works closely with all staff, the headteacher, parents and outside agencies ensuring the best possible provision for students with special educational needs.

The SENCo is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for students with SEND.
- Ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEND.
- Advising on a graduated approach to providing SEND support, liaising with and advising other members of staff.
- Helping to identify students with special educational needs, assessing and planning for progress.
- Maintaining the school's special needs register.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with feeder primaries, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support agencies.
- Liaising with potential and next stage providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Managing teaching assistants, in liaison with Key stage Staff.
- Supporting the professional development of teaching assistants.
- Regularly liaising with the governors' representative.
- Ensuring students are assessed for and receive the appropriate exams access arrangements.

1.2.3 Headteacher.

The Headteacher has overall responsibility for the management of provision for students with special educational needs and keeps the governing body fully informed and works closely with the SENCo.

1.2.4 Teaching Staff and Support Staff:

All staff at St Gregory the Great School take on the responsibility for following procedures to identify, assess and making provision for students with SEN, including differentiation.

Subject teachers are responsible for working with students on a daily basis and closely monitor students involved in interventions away from the main class.

Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

1.3 Co-ordination and managing provision.

The SENCo meets regularly with the line manager and Headteacher where appropriate to discuss SEND issues.

The SENCo meets with class teachers through STAC (school team around the child) meetings, to give support and advice, and provide a joint approach to providing the best outcomes for SEND children. SEND policy and provision is discussed regularly at staff, year team and department meetings in order to raise the achievement of students with SEND, including planning for differentiation.

The SENCo meets weekly with Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the Special Needs requirements and this placement may change as the needs of the students change. There is opportunity for informal contact within the school day for staff to discuss concerns.

Parents/guardians are kept informed by the teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents and pupils with Education, Health and Care Plans via an annual review meeting. Where there is concern that parents need support, staff would refer through the SENCo for intervention completing an intervention referral form. If the situation becomes more worrying surrounding a child and their family the EHA or CAF/TAF process would be used to identify areas for change and engage support from other professionals.

1.4 Admission arrangements.

St Gregory the Great School is a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome in our school, including those with special needs, in accordance with the LA Admissions Policy, According to the Education Act 1996, (section 316), the school will admit a child with a Statement or Education, Health and Care Plan subject to the wishes of their parent unless this is

incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

1.5 Specialisms and special facilities.

Students' specific needs are discussed with parents/guardians when admission to the school is requested. The previous school and any agencies involved in supporting the student are contacted, if appropriate. All staff have responsibility for teaching students with learning difficulties/disabilities and should any specialist advice be required, this will be arranged.

The school is accessible to wheelchair users, and suitable toilet facilities are available. Where a student has a disability the SENCo ensures that class teachers and all other adults working with the student is fully informed about effective management strategies, and other students are made aware as appropriate.

Advice is sought from external agencies about how to best support the student, and this information is made available through pupil profiles, which are accessible and distributed to teachers.

The SENCO and Governor responsible for SEND liaise regularly to discuss provision within the school for all student with SEND.

1.5.1 Specialist training among the staff.

Staff training is undertaken in various aspects of SEND according to the needs of the students at St Gregory the Great School. This ensures that provision is made and support is given to SEND pupils in appropriate forms and that provision is effective to enable students to make good rates of progress. The training needs of staff including TAs are reviewed under the CPD cycle within school and externally where appropriate.

2 Identification, assessment and provision.

2.1 Allocation of resources.

All schools in Oxfordshire receive funding for pupils with SEND in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The national SEND budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with statements or Education, Health and Care plans.

St Gregory the Great School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEND. Amongst other things resources are used to:

- Employ teaching assistants.
- Intervention groups run by specialist teaching assistants.
- Purchase curriculum materials and train staff (for example writing boards.)
- Purchase appropriate resources to meet the needs of SEND students to access the curriculum (for example ear defenders, coloured paper.)

2.2 Identification, assessment and review.

The progress of the students is assessed by staff as part of the school's tracking process as per the assessment calendar. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment does not necessarily mean that a student has SEND. Where there is cause for concern, teaching staff fill out an intervention referral form, which requires information to inform the SENCo of the specific difficulties that the student is facing, what barriers have been found in accessing the lesson content and any baseline assessments teachers may have conducted. This information then is used to help make a decision whether assessment is required or if intervention can be used to help the student make appropriate rates of progress.

If more specific assessment is deemed to be necessary the SENCo will carry out this out, who then may involve other professionals from external sources. The information that is gathered will include an early intervention meeting with parents or guardians. St Gregory the Great School recognises that parents know their children best, and we ensure that that we listen and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as requiring SEND support, the school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The LA SEND guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement.

Criteria for identifying SEN may include:

- A child's early history and/or parental concern.
- Low entry profile.
- A pupil's lack of progress despite receiving a differentiated curriculum.
- Low achievement in the National Curriculum i.e significantly below the suggested level for their age.
- Requiring greater attention in class due to additional needs in the areas of:

- Communication and interaction.
 - Cognition and learning.
 - Social, emotional and mental health difficulties.
 - Sensory and/or physical needs.
- Requiring specialist material/equipment or support for sensory/physical problems.

The SENCo and teachers, together with specialists, and involving the pupils, parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed up to three times a year.

Where, despite providing SEND support, a child has not made the expected rates of progress, school and parents may consider requesting a Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of students with SEND support are held regularly and led by members of the inclusion department, along with feedback from class teachers. These reviews provide an opportunity for the parent/guardians to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Access arrangements for exams will be made, 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.

During key stage three where allowances have been made for students requiring access arrangements, evidence gathering will take place, in the form of student work and student assessments. This is vital for application of exam access for key stage four and five.

2.2.1 Categories of Special Educational Need.

Students' needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

- Communication and Interaction:
- Speech, language and communication needs.
 - Autistic spectrum disorder including Asperger's and Autism.

- Cognition and Learning:
 - Learning difficulties.
 - Specific Learning Difficulties (e.g dyslexia, dyspraxia, dyscalculia.)

- Social, emotional and mental health:
 - Behaviour reflecting underlying health difficulties.
 - Mental health difficulties (e.g anxiety, depression).
 - Attention deficit disorder, attention deficit hyperactivity disorder, attachment disorder.

- Sensory and/or physical:
 - Hearing impairment.
 - Visual impairment.
 - Physical disability.
 - Multi-sensory impairment.

Supporting pupils with medical conditions.

Where students with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. St Gregory the Great School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, December 2015). See the supporting pupils with medical conditions policy.

2.3 Curriculum access and inclusion.

St Gregory the Great School is an inclusive school, embedding a sense of community and belonging through its:

- Mission statement.
- Broad and balanced curriculum for all pupils.
- Systems for early identification of barriers to learning and participation.
- High expectations and suitable targets for students.

2.4 Evaluating success.

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND policy and provision is evaluated through:

- The SEND department improvement plan.
- Monitoring of classroom practice by the SENCo and senior leaders.
- Analysis of pupil tracking data and test results – for individual pupils and for cohorts.
- Progress 8 data and Doodle insight data for pupils on the SEND register.
- Monitoring of procedures and practice by the SEND governor.
- School self-evaluation.
- Monitoring the quality of pupil profiles and review meetings.
- The school improvement plan.

2.5 Complaints procedure.

If parents/carers are concerned about the provision for their child, they are encouraged to forward their views to the SENCo, the principal or a committee member. A meeting will be arranged to discuss the raised concern, parents can request an appointment with the headteacher directly. SENDIASS is available to support parents in meetings concerning their child's progress and welfare.

3. Partnership within and beyond the school.

3.1 Partnership with parents.

At St Gregory the Great School we believe that good communication is essential so that parents can share their knowledge and expertise about their child. This is important in enabling students with SEND to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with teachers, at a mutually agreed time.

There is an opportunity for parents to discuss their child's needs, progress and strengths at Parent evenings held throughout the school year, and special need review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress.

Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about SENDIASS is given to parents and a link can be found on the school website. Parents are encouraged to utilise this service to support them with regards to their child's welfare and progress. Parents have the right of access to records concerning their child.

3.2 The voice of the child.

All students are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At St Gregory the Great School, we encourage students to participate for at least part of the review process, so that their views can be heard and taken into consideration so that their views and wishes can be heard by both family members and staff. This can prove difficult for some students and it is important to recognise the success and achievements as part of the review process as well as addressing any difficulties the student may have encountered.

3.3. Links with other agencies, organisations and support services.

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the SENCo, and with full agreement of the parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required. E.g the service's own checklist, the information about strategies already in place.

3.4 Transfer arrangements.

The SENCo and staff liaise over the external transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 students transferring to St Gregory the Great School, it is part of the schools approach to meeting individuals needs, to work closely with feeder schools and to support transfer arrangements by:

- Analysis of year 6 data.
- Transfer planning.
- Collaboration with year 6 staff/SEN staff in primary schools.
- Arrange pre-transfer visits.
- Setting up and monitoring of "buddying" arrangements.
- A year 6 transition support group, to support vulnerable pupils with the transition from primary to secondary school.
- Screening of reading and spelling ability.

For pupils with statements of SEN or Education, Health and Care Plans in year 9 and year 11, transition reviews take place as a development of the usual annual review. We follow the Oxfordshire County Council guidance.

Similar transition work is carried out for pupils at SEN support if required due to the nature and/or severity of their needs.

3.5 Monitoring and review.

The implementation of this policy will be monitored by the SEND governor. This policy will be updated in line with new initiatives together with the streamlining of new school initiatives. This policy will be reviewed annually, although updates may be made throughout the course of the year as required.

Status and review cycle: annual

Next review date: June 2019