



*Saint* GREGORY'S  
*Bath*

## SEND Information Report

### Key Information

<b>Title</b>	SEND Information Report	
Prepared By	Mr McDermott, Director of Pastoral Care	11.08.2020
Checked By	Mrs Pecchia (Chair of Christian Vision Committee)	11.08.2020
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### Version History

<b>Version</b>	<b>Date</b>	<b>Amendments</b>
V01.01	25.9.18	Updated in line with new guidance and best practice
V02.01	23.09.19	Updated in line with new guidance and best practice
V03.01	11.08.20	Updated in line with best practice

*In Christ we flourish*

## **1. Special Educational Needs & Disabilities for which provision is made at Saint Gregory's Bath**

Saint Gregory's is a mainstream, voluntary aided Catholic local authority secondary school that serves the city of Bath whilst attracting pupils from Wells, East Bristol and the market towns of Chippenham and Corsham.

We are a smaller than average secondary school and as such pride ourselves on supporting and developing our students as individuals.

At Saint Gregory's we believe that our students' individual needs are a whole-school responsibility. All teachers are teachers of students with Special Educational Needs & Disabilities and so make a valuable contribution to successful inclusion for all.

Saint Gregory's provides for all Special Educational Needs & Disabilities as outlined in the SEND Code of Practice 2015. This includes the four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional & Mental Health
- Sensory and Physical

See:

([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SENDD\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SENDD_Code_of_Practice_approved_by_Parliament_29.07.14.pdf))

At Saint Gregory's we aim to:

- Identify students with Special Educational Needs & Disabilities
- Enable students with SEND to have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs
- Obtain adequate financial resources from the Local Authority to make such provisions
- Ensure effective communication within school and with outside agencies
- Promote a positive, working partnership with parents
- Create a fully inclusive school in which all members see themselves as valued for the contribution they make

## **2. Saint Gregory's Policy for identification and assessment of students with SEND**

- The SENCo/SEND Manager will liaise with the partner primary schools' SENCos and teachers to identify pupils transferring to secondary school with special educational needs and disabilities.
- A comprehensive range of tests and information sources are used for identification and assessment of SEND including Key Stage 2 SATs (Standard Attainment Tests), reading and comprehension, spelling, reading accuracy, phonics awareness, numeracy, hand writing, vocabulary knowledge and dyslexia screening.
- The student's own assessment/perception of difficulties will be sought as early as possible and the student included in the decision making.

- Appropriate teaching styles and learning tasks are then considered. Resources will be allocated to these students according to their level of need and statutory requirements.
- Some students' performance may fall below age related expectations to the extent that they satisfy the SEND criteria. If this continues to be the case, even when teaching approaches are particularly targeted to improve the identified areas of weakness, they will be assessed to establish whether or not they meet the criteria of having a special educational need.
- A student may be referred to the SENCo by the Head of Year, Form Tutor or Subject Teacher who will provide the appropriate evidence.

**Q) What should I do if I think my child may have Special Educational Needs?**

Talk to us – contact the SENCo or speak to the Form Tutor or Head of Year.

We aim to develop positive relationships with parents and will encourage openness and honesty to help support your child.

**Q) What additional support is offered to families?**

At Saint Gregory's we have a Family Support Officer, Mrs Jenkins, who can work to support students' access to education. This may be because of a long-term illness or family trauma.

**Q) What are Saint Gregory's Policies for making provision for students with SEND?**

It is the responsibility of all subject teachers to ensure that the student receives relevant support and that individualised teaching and learning strategies are implemented. All work within class is planned at an appropriate level so that all children are able to access according to their specific needs.

For some children it may be necessary to provide support that is additional and different to the curriculum. Typically this may be for additional literacy or numeracy. Intervention planning takes account of the student's learning characteristics and the environment in which they learn best. Interventions will usually be delivered by a Learning Support Assistant.

Our commitment to students with SEND is provided within the school SEND Policy. See school website: <http://www.st-gregorys.org.uk/download/KeyDocumentsAndPolicies/SEN/SEND%20Policy%20September%202015%20-%20updated%20April%202016.pdf>

**Q) How does the school evaluate the provision made for students with SEND?**

Children that meet the threshold for having a special educational need will be placed on the school SEND Support Register.

The school will communicate with the parents/carers to officially register the student on the SEND Support register.

Strategies employed to enable the student to progress will be recorded within a Student Support Plan which will include short-term targets, teaching strategies, provision/resources, review and evaluation. This is reviewed on a bi-annual basis and parents/carers are given a copy of the Student Support Plan.

Saint Gregory's ensure that all students who have Special Educational Needs & Disabilities are met to the best of the school's ability with the funds available.

**Q) What opportunities will there be for parents/carers to discuss their son/daughter's progress?**

Saint Gregory's believe that your son/daughter's education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and encourage you to stay in regular contact with us, especially if your child has complex needs.

Parents/carers are welcome at any time to make an appointment to meet with either the Head of Year or SENCo and discuss how their son/daughter is getting on. Saint Gregory's can offer advice and practical ways that you can help them at home.

Saint Gregory's has a calendar of Parents' Evenings which is an opportunity for you to meet the subject teachers and review the progress of your child. This is available on the school website: <http://www.st-gregorys.org.uk/useful-information/school-events-calendar/>

The SENCo, Mrs Morris, and SEND Manager, Mrs Stack, are in attendance at all parents' evenings.

***Q) How are the Governors at Saint Gregory's involved with SEND and what are their responsibilities?***

The SENCo reports to the Governors annually to inform them about the progress of children with SEND. This report does not refer to individual children and confidentiality is maintained at all times. One of the Governors (Mr Cooper) is responsible for SEND.

***Q) How will both Saint Gregory's and parents/carers know how their son/daughter is doing and how will their learning be supported?***

If you have a son/daughter with complex SEND, a formal review with parent/carers, student, SENCo and relevant school staff will be offered at least three times a year to review their Student Support Plan. If your son/daughter has not met their target/s, the reasons for this will be discussed and then the target/s may be adapted, broken down into smaller steps or a different approach tried to ensure that your son/daughter does make progress.

As a school we measure students' progress in learning against National Curriculum and age related expectations.

The class teacher continually assesses each student and notes areas where they are improving and where further support is needed. As a school we track and monitor students' progress using a variety of different methods including the National Curriculum and reading and spelling ages. These are reported home four times a year within an Annual Report.

Students who are not making expected progress are identified through regular review meetings with the Heads of Year, SENCo and Senior Leadership Team. In this meeting a discussion takes place with regard to why individual students are experiencing difficulty and what further support can be given to aid their progress. If additional intervention is recommended, parents/carers will be informed.

The Home-School Agreement sets out expectations of both parents/carers and Saint Gregory's to provide the basis of a successful working partnership.

### **3. Saint Gregory's approach to teaching students with SEND**

***Q) How will Saint Gregory's staff support my son/daughter?***

All subject teachers are responsible for ensuring that your son/daughter receives relevant support and that individualised teaching and learning strategies are implemented.

Differentiation is planned for at an appropriate level so that all students are able to access according to their specific needs.

***Q) How does Saint Gregory's adapt the curriculum and learning environment for students with SEND?***

For some students it may be necessary to provide support that is additional and different to the curriculum. There may be a Learning Support Assistant working with your child either individually or as part of a group in class if this is seen as necessary by the class teacher.

In addition, the Learning Support Department provides specific one-to-one and group-based intervention programmes aimed at students with SEND, under the direction of the SENCo and SEND Manager.

Parents will be contacted at the start and end of the intervention informing them of the progress their child has made.

This may mean that a student is withdrawn from the curriculum to attend a series of support sessions.

### **4. Additional support for learning that is available to students with SEND.**

There are a range of additional programmes of support provided at Saint Gregory's to meet the needs of students with SEND. These interventions may include in-class support or small group working with a Learning Support Assistant or more specific individual work with an experienced member of the Learning Support Department.

Saint Gregory's have a Socially Speaking Group, and interventions running for both English and Mathematics.

Computer programmes are available to support students with SEND.

***Q) How is the decision made about the type of, and how much, support my child will receive?***

If your son/daughter has complex needs, you will be involved with discussing the additional programme of support for learning with the SENCo.

If your son/daughter has been identified as having Special Educational Needs & Disabilities, any additional support will be delivered based on their individual barriers to learning.

In some individual cases, a student may require a specific programme of one-to-one support. The decision for this type of intervention is made by the SENCo.

***Q) How does Saint Gregory's assess if my son/daughter needs additional support in exams?***

Saint Gregory's has a member of the SEND Department who is qualified to assess students for access arrangements. In discussion with the SENCo, the SEND Manager consults teaching staff and uses current records of attainment and assessments in order to inform whether a student needs to be

assessed. A letter is sent home informing parents if a student has qualified for additional support in exams and this will be made available during public examinations.

***Q) How will my child be included in activities outside of the classroom including school trips?***

All children are included in all parts of the school curriculum and we aim for all students to be included in after school clubs and on school trips. We will provide the necessary support and extra staffing where necessary to ensure equal access. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

Activities are available for students with SEND in addition to those available in accordance with the curriculum.

## **5. Pastoral, medical and social support for students with SEND:**

***Q) What support will there be for my son's/daughter's overall health and well-being?***

During break and lunch times at Saint Gregory's, there are staff on duty to ensure the health and well-being of our students. In addition, the SEND Department offers a programme of lunch time activities.

All members of staff have a duty of care for the pastoral, medical and social care of every child at Saint Gregory's. If further support is required, the SENCo, SEND Manager or School Medical Officer may be asked for further support and guidance. This may involve working alongside outside agencies such as the Children & Young People's Specialist Service and medical professionals.

***Q) How will Saint Gregory's administer medicines?***

Saint Gregory's have a policy regarding the administration and management of medicines on the school site under the advice and direction of the Local Authority and the School Nurse Service.

## **6. Ready to Learn**

***Q) How will Saint Gregory's support my child to establish good routines for learning?***

As a school we have a very positive approach to all types of behaviour with a clear behaviour management policy and reward system that is followed by all staff and students.

To view the behaviour management policy, Behaviour for Excellence, see website: <http://www.st-gregorys.org.uk/useful-information/>

Parents/carers are informed of sanctions that their son/daughter receive either by email or text daily.

Attendance of every student is monitored on a fortnightly basis by the Family Support Officer, Heads of Year and the Director of Pastoral Care. Support is given to families of students with persistent absence in order that they attend school regularly and arrive on time.

***Q) How will my son/daughter be able to contribute their views?***

Students with SEND are invited to share their views when their Student Support Plan is reviewed.

Students with an EHCP or Statement are invited to the Annual Review where their provision is discussed and agreed.

Students with SEND are invited to transition meetings with further education establishments and have individual meetings with a Careers Advisor to best ascertain their needs for their future education and careers.

***Q) What specialist services and expertise are available at or accessed by Saint Gregory's?***

Saint Gregory's work closely with any external agencies that are relevant to individual student's needs, including health professionals, GPs, School Nurse Service, Educational Psychology Service; Children & Young Peoples Specialist Services, CAMHS (Child and Adolescent Mental Health Service), charities (e.g. Ups and Downs) and the Speech and Language Therapy Service.

## **7. SEND Staffing:**

***Q) Who are the SENCo and SEND Manager and how can I contact them?***

SENCo – Mrs Morris- Tel: 01225 832873, Ext 235

SEND Manager - Mrs K Stack - Tel: 01225 832873 Ext 237

***Q) What training do the staff have in SEND or what training are they undertaking?***

- The Learning Support Department is headed by the SENCo (Special Needs Co-ordinator), together with a SEND Manager, p/t SEND Administrator and Learning Support Assistants
- Relevant qualifications, Induction and ongoing support
- Continual Professional Development is integral for all staff at St Gregory's.
- SEND Manager - BSc (Hons), MA, Hornsby Diploma in SpLD
- Some or all of the following training has also been undertaken by SEND Department staff:
  - Autistic Spectrum Disorder
  - Behaviour Support
  - Child Protection
  - SLCN (Speech, Language and Communication Needs)
  - First Aid
  - SEND Workshops
- Essential training: Child Protection

## **8. Information on how equipment and facilities to support students with SEND will be secured**

***Q) How accessible is the school environment?***

The school site is accessible by wheelchair at ground level. There is disabled parking available.

## **9. Arrangements for consulting parents/carers of young people with SEND and the involvement of parents/carers in their education**

***Q) How are parents/carers involved in Saint Gregory's? How can I get involved?***

Parents/carers are invited to come into school for parent/carer/student consultation evenings. In addition, students with a Statement or EHC Plan will have regular reviews for their son/daughter with the SENCo and SEND Manager and through the review of their Student Support Plan.

Parents/carers of students with SEND are encouraged to see the SENCo at parent consultation evenings or can arrange for a separate meeting.

Parents/carers of students with SEND who are thinking of sending their son/daughter to Saint Gregory's can arrange for a visit and meeting with the SENCo to discuss their needs.

## **10. Arrangements for consulting students with SEND about, and involving them in their education**

Students with SEND are invited to provide their views in advance of formal meetings linked to a review of a Statement or EHC Plan or at their Support Plan Review.

## **11. Arrangements made by the Governing Body relating to the treatment of complaints from parents/carers of students with SEND, concerning the provision at Saint Gregory's**

The SENCo should be made aware of any complaints which will be investigated. If there is no satisfactory conclusion, the matter will be referred to the Headteacher and the Governors via the school Complaints Procedure. See website:

<http://www.st-gregorys.org.uk/download/KeyDocumentsAndPolicies/Complaints%20Policy%20-%20November%202015.pdf>

## **12. The contact details of support services at B&NES for parents/carers of students with SEND**

### ***Q) Who can I contact at the local education authority if I am looking for support and advice on SEND?***

B&NES Special Educational Needs Team:

- Rosemary Collard – SEND Manager and Senior Inclusion Officer, Bath area - 01225 394224
- Joseph Huckle - Senior Inclusion Officer, Other areas - 01225 396806
- Website: [www.bathnes.gov.uk](http://www.bathnes.gov.uk), <http://www.bathnes.gov.uk/search/site/SEND>
- Email: [Special\\_EducationalNeeds@Bathnes.gov.uk](mailto:Special_EducationalNeeds@Bathnes.gov.uk)

**The SEND Partnership Service (SPS)** provides free confidential and impartial information, advice and support about matters relating to special educational need or disability, including health and social care throughout B&NES, 01225 394382, 10.00am - 3.00pm Monday to Thursday term time only.

**Email:** [parent\\_partnershipservice@bathnes.gov.uk](mailto:parent_partnershipservice@bathnes.gov.uk)

**Website:** <http://www.bathnes.gov.uk/services/schools-colleges-and-learning/support-parents-carers-educational/parent-partnership-servic-5>

## **13. Arrangements for supporting students with SEND in transferring between phases of education or in preparing for adulthood and independent living.**

### ***Q) How will St Gregory's prepare and support my son/daughter when transferring to or from school?***

Saint Gregory's work with partner primary schools with pupils transferring to Saint Gregory's which takes place during the summer term.

For some young people identified as having SEND, it may be appropriate to offer additional opportunities to visit Saint Gregory's in preparation for their transition. This will assist with



acclimatisation to the new surroundings and give an opportunity to meet some of the key members of the Learning Support staff.

Saint Gregory's encourage parents/carers to make time to meet the SENCo and SEND Manager during the Year 6 Parents' Evening held during the summer term.

Saint Gregory's liaise closely with educational establishments for the transfer of students with SEND and ensure that all relevant paperwork is passed on and that all needs are discussed and understood.