



Saint **GREGORY'S**
Bath

SEND Information Report and Local Offer

Key Information

Title	SEND Information Report and Local Offer	
Prepared By	Mrs Morriss, Assistant Headteacher for Inclusion/SENCo	25.09.2022
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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 students 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)

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), CATs (cognitive ability tests), reading and comprehension, spelling, reading accuracy, phonics awareness, numeracy, handwriting, vocabulary knowledge, processing speed and information from external agencies where appropriate. Screening measures used will depend on an individual student's difficulty and using a graduated response. We are unable to diagnose dyslexia or dyscalculia but can recommend specialist agencies.
- 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 and/or have a Social, Emotional or Mental Health need to the extent that they satisfy the SEND criteria. If this continues to be the case, even when teaching and/or pastoral approaches are particularly targeted to improve the identified areas of weakness or need, 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/SEND Manager 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 (but not limited to) additional literacy, numeracy, speech and language or mentoring support. 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: [SEND Policy 2023 - 2024](#)

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 normally 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 shared with parents/carers.

Saint Gregory's ensure that all students' 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 to make an appointment (this may include a telephone or virtual appointment) to meet with either the Head of Year, SENCo, or SEND Manager 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/>

Teachers and form tutors will follow up any queries or concerns raised at parents' evenings so that the SENCo/SEND Manager can make contact with parents/carers to discuss further.

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 review with parent/carers, student, and relevant school staff will be offered at least three times a year to review their progress (this may take place over the telephone). 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 subject 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 a range of diagnostic assessments as appropriate. These are reported home several times a year within Saint Gregory's reporting schedule.

Students who are not making expected progress are identified through regular review meetings with the Heads of Faculty, 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.

Adaptive teaching methods are 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 Inclusion 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 regular intervals 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, however we aim to keep this to a minimum in line with our inclusive ethos.

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, individual or small group working with a Learning Support Assistant.

Saint Gregory's interventions include Speech and Language support, e.g. age appropriate Socially Speaking groups, an Emotional Literacy Support programme (ELSA), Occupational Therapy support, handwriting, touch-typing, relaxation and interventions running for both literacy and numeracy.

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 Inclusion 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. All decisions are made in line with

the annual requirements published by JCQ (the Joint Council for Qualifications).

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, e.g. a specific homework club for students with SEND supervised by Learning Support Assistants.

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 Inclusion Department offers a programme of break and lunch time supervised 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 Nursing 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 Ready to Learn (Behaviour for Excellence) policy and reward system that is followed by all staff and students. Where appropriate, reasonable adjustments will be made for students with SEND. We aim to support students with self-regulation and metacognitive strategies so that their learning and progress can be maximized.

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

Parents/carers are informed of positive points and sanctions that their son/daughter receives through the Class Charts app and by phone call or email, as appropriate.

Attendance of every student is rigorously monitored by the Attendance Officer, Heads of Year and the Assistant Headteacher Pastoral (Behaviour and Attendance). 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 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 an individual student's needs, including health professionals, GPs, School Nurse Service, Educational Psychology Service; Children & Young Peoples Specialist Services such as Mentoring Plus or Youth Connect, CAMHS (Child and Adolescent Mental Health Service), charities (e.g. Ups and Downs), SASS (Specialist Autism Support Service), Local Authority SEND teams, sensory support and occupational therapy services 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 S Ponsford- Tel: 01225 832873

SEND Manager - Mrs K Stack - Tel: 01225 832873

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 Coordinator), SEND Manager, part-time 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 – relevant Level 7 qualification to assess for access arrangements
- Some or all of the following training has also been undertaken by SEND Department staff:
 - Autistic Spectrum Disorder Autism Education Trust Level 1 training. 19 members of staff across the school are trained to Autism Education Trust Level 2 'Good Autism Practice'.
 - Behaviour Support
 - ADHD Awareness
 - SLCN (Speech, Language and Communication Needs)
 - Precision Teaching
 - First Aid
 - SEND Workshops
 - Emotional Literacy Support Assistant (with supervision from Educational Psychologists in B&NES)
 - Supporting anxiety in teenagers
 - Adverse Childhood Experiences
 - Maximising the Impact of Teaching Assistants (MITA) and use of the scaffolding framework for TAs
- Essential training: Safeguarding and Child Protection
- Whole school training on Trauma informed approaches delivered in 2021-22 by B&NES Educational Psychology Service

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 accessible parking available. The Inclusion Department has access to assistive technology, e.g. Chromebooks that students can borrow to use in the classroom (arranged in conjunction with the SEND Manager).

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 parent/carer/student consultation meetings (these may be virtual). In addition, students with an EHC Plan will have regular communication/reviews for their son/daughter with the SENCo, and SEND Manager.

Teachers and form tutors will follow up any queries or concerns raised at parents' evenings so that the SENCo or SEND Manager can make contact with parents/carers to discuss further.

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 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 an 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?

Rainbow Resource is Bath and North East Somerset's Local Offer. A 'Local Offer' is information about what support services are available in the local area for children and young people with SEND. More information is available here: [Special Educational Need or Disability \(SEND\) Rainbow Resource | Live Well in Bath & North East Somerset \(bathnes.gov.uk\)](http://www.bathnes.gov.uk/special-educational-need-or-disability-sen)

B&NES Special Educational Needs Team:

- Website: www.bathnes.gov.uk, <http://www.bathnes.gov.uk/search/site/SEND>
- Email: Special_EducationalNeeds@bathnes.gov.uk
- Head of Education Inclusion Service for B&NES – Ms. Rosie Cullis

The SEND Partnership Service SENDIAS BATHNES) 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

Website: Sendiasbathnes.org.uk

Contact Form: [Get in touch | Sendiasbathnes.org.uk](http://Sendiasbathnes.org.uk)

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 for 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.

14. Students with SEND currently attending St Gregory's

Q: How many students do you currently support with SEND needs at St. Gregory's?

In September 2023, there are 47 students with an Educational, Health Care Plan (EHCP) with four applications being considered for assessment. Forty One of these students receive a high level of funding at band 3 or above.

The percentage of students with an EHCP:

St Gregory's students 11-18 age range – 4.5%

St Gregory's students 11-16 age range – 5.1%

National average for secondary schools in June 2022 –2.2% ([Special educational needs in England, Academic Year 2020/21 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics))

There are 283 students on the special needs register and the notice of concern list.

EHCP (SEN register)	K code (SEND support)	Total EHCP and K code (SEND register)	Notice of Concern
4.5%	8.6	16.1%	13.9%

The main areas of SEND need in 2023 (including Notice of Concern) are:

Social, Emotional and Mental Health – 18.7%

Specific Learning Difficulty – 10.3%

Speech, Language or Communication Need – 7.3%

Autistic Spectrum Disorder – 2.9%

Teaching, pastoral and inclusion staff work closely to ensure that the needs of students are met. For example, students have access to a 'reset' room within the pastoral area to support their wellbeing and SEMH needs. This is staffed by a member of the pastoral team and the SEMH LSA Champion and is supported by Mrs Tuke, Deputy Headteacher Pastoral. Two members of staff are trained in Mental Health First Aid with another member of staff currently undergoing training. Two Learning Support Assistants are trained ELSAs (Emotional Literacy Support Assistants) and receive regular supervision from Educational Psychologists in B&NES. A member of the Pastoral Team is also ELSA trained. Saint Gregory's has access to school based counsellors and the school nurse works on site one day per week. The Inclusion Department has moved to a new, larger area of the school and has a dedicated Wellbeing/ELSA room and separate study room. Key strategies to support learning are detailed in student passports, e.g. advice from the Speech and Language Therapist or specific strategies to support specific learning difficulties. A number of teaching and learning support staff have received Autism Education Trust Level 1 training and 19 members of staff were trained to Level 2 'Good Autism Practice' standard in 2022. Saint Gregory's staff received whole school Trauma informed practice training delivered by B&NES Educational Psychology Service in 2022.

Note that these statistics are subject to change at any time

15. Extraordinary addendum: Arrangements for supporting students during the Covid-19 pandemic

Q: How will St Gregory's support my son/daughter if they need to isolate or there is another national lockdown?

All students are set up with a Google Classroom account. If your son/daughter needs to self-isolate, teachers will set work on Google Classroom.

For students with an EHCP, the Inclusion department will endeavour to support your son/daughter remotely by telephone, email or viewing the work remotely and offering additional help and support. If live lessons are delivered via Google Classroom the Inclusion department will endeavor to support by joining and supporting students in live lessons. Where possible we aim to support students on SEND support in this way too.

As in previous lockdowns, the Inclusion Team will work on site to support vulnerable students and to support students at home with accessing remote work and lessons as far as possible, and within the staffing capacity available at the time.