



Saint **GREGORY'S**
Bath

SEND Policy

Saint Gregory's School and the New Sixth, Bath

Key Information

Title	SEND Policy	
Prepared By	Mrs Morriss, Assistant Headteacher for Inclusion / SENCo	21.09.22
Checked By	Mrs Pecchia (Chair of the Christian Vision Committee)	
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Version History

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V01.01	25.9.18	Updated in line with new guidance and best practice
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In Christ we flourish

PART 1 Introduction

1.1 Philosophy

Mission Statement

As a Catholic school our inspiration is Jesus Christ and we are supported in this through being faithful to Bishop Declan's "A Future Full of Hope". We promote the dignity and well-being of every child to ensure that they flourish with us in a safe, happy and enriching environment. We believe that everyone is gifted and called by God to fulfill 'some definite service' (J.H. Newman) for the greater good of society. We will help our students to discover their vocation in life, to achieve their full potential and to use their gifts for the greater glory of God, especially those who have Special Needs or Disability. We are guided in both policy and practice to model ourselves on Jesus who provided us with an example of how to make a preferential option for the poor fiscally, emotionally, culturally and physically. In today's world those students with SEND are often marginalised and we seek to establish a culture of inclusivity.

Lasallian Values help us promote both Gospel values and British values. We aim to ensure that the educational experience offered at St Gregory's educates the whole child and equips them to be ready to take their place in the world as responsible citizens with strong moral values. Our mission as a Catholic school is summed up in the words of our motto, *In Christ we Flourish*.

We aim in particular to create a school culture with high expectations and aspirations in which the confidence, critical thinking and self-esteem of our young people is promoted and an understanding and respect of other cultures and the wonder of creation is embraced. With Christ as our inspiration we aim to provide an education which recognises the value and dignity of every person and aims to promote their personal development and well-being so that they will be ready to take their place in society as principled witnesses to the values of the Gospel.

Our constant priority is to improve the achievement of all students, especially the most vulnerable, as well as to develop the richness of their spiritual, moral, social and cultural provision. Our ongoing mission is to encourage all students with SEND to become independent learners and prepare them for adulthood; we strive to support students so they are equipped with the skills they will need for the future once they leave us at St Gregory's.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for students with SEND.

1.2 Definition of Special Educational Needs and Disability (SEND):

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. Students have special educational needs if they have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Require provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to an adapted programme. Parents* and staff will be informed that the student has special educational needs and appropriate provision will be made, identified to meet their individual need(s).

Lack of adequate progress may be indicated by:

- little or no progress, despite the use of targeted teaching approaches and an adapted or scaffolded curriculum.
- working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and/or behavioural difficulties which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress, despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

*Throughout this policy, “parents” should be taken to include all those with parental responsibility, including corporate parents and carers.

See ‘definition of disability’ at the end of this policy.

1.3 Curriculum Support [Provision] is achieved by:

- Quality First (High Quality) teaching for all students. This is in line with the National Curriculum Inclusion Statement, SEND Code of Practice 0-25 years and Professional Standards for Teachers.
- Ensuring there is high-quality provision to meet the needs of students with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Identifying and assessing individual students’ needs – teachers are initially responsible for analysing gaps in outcomes for any students in their class and liaising with the relevant Head of Faculty as appropriate.
- Reporting of students' needs to all members of school staff.
- Providing an appropriate curriculum, taking into account:

- National Curriculum and examination syllabuses
- Continuity and progression
- Faculty development plans
- Delivering an appropriate curriculum, taking into account:
 - Suitable teaching materials
 - Effective, differentiated and/or adaptive teaching strategies
 - A supportive learning environment. This includes ensuring that all vulnerable students have equal access to opportunities for social inclusion and involvement in the wider life of the school.
 - Encouraging a positive self-image.
- Providing teaching support through:
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET
- Using outside agencies where necessary and appropriate.
- Monitoring individual progress and making revisions where necessary.
- Ensuring that parents/carers understand the process and involving them in the support of their son/daughter's learning.
- Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
- Making regular reports to Governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
- Teachers and Learning Support Assistants collaborate effectively.

PART 2: Structural Arrangements

2.1 SEN Coordinator

Inclusion/SENCo

Mrs Sarah Ponsford (BA, QTS): SENCo

Mrs Karen Stack MA, BSc, Hornsby Diploma (SpLD): SEND Manager

LSA Coordinator: Mrs Amanda Whitelock

LSA 'Champion' posts for:

- Literacy and Numeracy
- Upper and Lower School Speech and Language (SALT)
- Down Syndrome/Occupational Therapy (OT)
- Social, Emotional and Mental Health (SEMH)
- Emotional Literacy Support Assistant (ELSA)

LSAs who support students in lessons and/or delivering structured interventions

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with the SEND Code of Practice (2015) guidelines and school job descriptions.

Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's General Policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the School Development Plan, which includes provision for SEND.
- Monitoring the SEND policy through the school's self-review procedures and ensuring the school meets its duties in relation to supporting students with SEND.
- All Governors are informed of the school's SEND Provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's SEND policy through the website.

The Headteacher:

- Is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching experience for all students, including those with SEND.
- Setting objectives and priorities in the school development plan, which includes ambitious expectations for all students with SEND.
- Establish and sustain culture and practices that enable students with SEND to access the curriculum and learn effectively.
- Setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body of the progress of students with SEND.
- Ensure the school fulfils its statutory duties with regard to the SEND Code of Practice.

SEN Coordinator:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Responsible to the Headteacher for the management of SEND provision and the day-to-day operation of the SEND policy.
- Managing and developing the roles of Learning Support Assistants, through training and performance management.
- In conjunction with the SEND Manager, screening and identifying students with SEND.
- Co-ordinating provision for students with SEND.
- Supporting the teaching and learning of students with SEND, including advising on a graduated approach to providing SEND support.
- Keeping accurate records of all students with SEND, in line with the school's Data Protection Policy.

- Drawing up, reviewing and monitoring Student Support Plans for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Recruiting and deploying the school's Learning Support Team, which includes Learning Support Assistants.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Headteacher and Finance Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents of students with SEND or delegating where appropriate to the SEND Manager, Learning Support Assistants or individual class teachers.
- Liaising with and advising teachers and support staff.
- Liaising with schools including partner primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with external agencies, especially the LA and LA support services.
- Contributing to in-service training and external training (as appropriate).
- Writing the SEND Information Report for the Headteacher's Reports to Governors.

SEND Manager:

- Screening and identifying students with SEND (as appropriate within the graduated response cycle).
- Organising access arrangements and public examinations for students with SEND, in line with annually updated JCQ guidance.
- Managing the support and integration of students with SEND into St Gregory's.
- Lead the Learning Support Team within the school and to be directly responsible for the effective deployment of the school's Learning Support Assistants (in conjunction with the SENCO and LSA Coordinators).
- Developing an understanding of the needs of the students and develop a positive relationship with them.
- Assisting in the supervision of any students with SEND who may be offsite (e.g. Educational Visits).
- Liaising with the Examinations Officer in order to support students with SEND for both external and internal examinations.
- Responsible for the formal application of examination concessions.
- Assisting students with special educational needs and disabilities in the transition from primary to secondary school.
- Provide support and advice to staff within the school regarding Special Educational Needs and Disabilities.

Subject Leaders:

- Heads of Faculty to monitor the progress of students with SEND through a review of the regular Progress Reports and through liaison with the teachers in their faculty teams.
- Heads of Faculty to ensure that progress of students with SEND and SEND resources are on the agenda of all Faculty meetings.

- Identify a colleague from each department/faculty with responsibility as Inclusion link Champion.
- Ensuring appropriate curriculum provision and delivery is clearly stated in their schemes of learning and curriculum intent.
- Ensuring appropriate teaching resources for students with SEND are purchased from school capitation.
- Raising awareness of school responsibilities towards SEND.

Teachers:

“All teachers are teachers of special needs”. This is in line with Part 1 of the Department for Education Teachers’ Standards and The SEND Code of Practice 2015 section 6.37 which states that: “High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching ...”

- In line with Quality First (High Quality) teaching, teachers are responsible for ensuring that lessons are inclusive and adapted to the needs of students in their classes as appropriate. All students have access to a broad and balanced curriculum with teachers setting high expectations and ambitious targets for every student, whatever their starting points/prior attainment.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their class. Ensuring that lesson planning and assessment identify and address any barriers to learning.
- Devising strategies and identifying appropriate adaptive methods of access to the curriculum, in conjunction with the Inclusion Department, as appropriate.
- Ensuring Student Passports, Student Support Plans and information from EHCPs are used in planning lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Being fully aware of the school’s procedures for SEND.
- Raising individual student concerns to the SENCo or SEND Manager after having spoken first with the relevant Head of Department in line with the graduated approach. Working with the Pastoral/Inclusion/Curriculum leaders to plan strategies to support students whose behaviour or engagement in learning may be a barrier to progress.

Learning Support Assistants:

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate including structured interventions.
- Monitor progress against targets using Student Support Plans and/or EHCPs.
- Assist with drawing up individual support plans for students with SEND as required.
- Contribute to the review process, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher, SENCo or SEND Manager.

- Support students with SEND on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.
- Communicate SEND issues to and from the school to parents, as appropriate.
- Raise awareness of SEND issues at faculty meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.

SEND Administrator:

- Support SEND Manager and SENCo with administration tasks
- Update records of students with SEND
- Support update of tracking registers
- Coordinate meetings and schedules
- Liaise with LA and outside agencies

2.3 Admission Arrangements

Admission arrangements are outlined in the school prospectus.

2.4 Inclusion

At Saint Gregory's all students, irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the school's organisational and curriculum structure, its assessment and rewards systems and the arrangements made for careers' education. Plans for how this will be done are included in the Disability Equality Plan and Accessibility Action Plan. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- 'With Christ as our strength and inspiration, we aim to provide an education which above all recognises the value and dignity of every person and aims to promote their personal development and well-being so that they will be ready to take their place in society as principled witnesses.' (Saint Gregory's Equality Statement 2020)
- Saint Gregory's is committed to being a welcoming community in which every member is respected and where the values of tolerance and mutual respect are fostered (Saint Gregory's Equality Statement 2020)
- We are committed to promoting equality of opportunity for all and actively seek to promote harmonious relationships in all areas of school life (Saint Gregory's Equality Statement 2020)
- We seek to remove barriers to access, participation, progression, attainment and achievement; (Saint Gregory's Equality Statement 2020)
- We take seriously our wider contribution towards the promotion of community cohesion; (Saint Gregory's Equality Statement 2020)

- We understand our responsibility to monitor behaviour and deal with any bullying incidents, be they discriminatory or otherwise (Saint Gregory's Equality Statement 2020)

2.5 Complaints Procedures

- Initially, all complaints from parents or carers about their child's provision are made to the SENCo, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined on the school website should be followed.

(<http://www.stgregorys.org.uk/download/KeyDocumentsAndPolicies/Complaints%20Procedure%20-%20June%202014.pdf>)

2.6 Monitoring and Evaluation - SEND Policy

The degree of success of the SEND policy and its implementation will be evaluated using the following indicators:

- Measurable or observable progress with students, particularly in terms of set targets, screening tests and other assessments carried out and, where appropriate, examination results.
- Recorded views of students and parents, particularly at in-person, virtual or telephone meetings. This can include views that are expressed in parents' evenings with subject teachers or tutors and/or meetings with the pastoral team.
- Recorded views of teachers on students' competence, confidence and social acceptability.
- Evidence of planning and targeted expenditure for SEND.
- The SENCo's reviews of procedures in consultation with subject leaders and outside agencies.
- Feedback from faculties and outside agencies

The SENCo will produce a SEND Annual Report which is included in the Headteacher's Report to Governors.

PART 3: Identification, Assessment and Provision

3.1 Identification

In line with the SEND Code of Practice (2015), St Gregory's Catholic College identifies SEN when the provision is different from or additional to that normally available to students of the same age. The school uses the graduated response as outlined in the aforementioned Code of Practice. To help with this process a variety of screening procedures and information gathering are used, the results of which are then disseminated to teaching staff via the school SEND Register, e-mail, Student Passports and where appropriate, Student Support Plans and/or Pastoral Support Plans (PSPs).

New Intake Students in Year 7

a) Primary Liaison

Partner primary schools are visited/contacted throughout the year prior to transfer. Any student identified as having a 'learning difficulty' and who is on SEND Support or has an EHC Plan is referred to the SENCo or SEND Manager. Contact is then made with the primary school.

The Local Authorities notify the school about students who are transferring with EHC Plans in the Spring Term of Year 6. Where practicable, the SENCo or SEND Manager attends the Annual Review to ensure a smooth transition is made to Saint Gregory's.

At this meeting the SENCo becomes the Lead Professional for the student with an EHC Plan. Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- KS2 tests
- CAT tests
- Reading and spelling tests, where appropriate
- Tests undertaken by the SENCo/SEND Manager as identified (in line with the graduated approach)

Screening in Other Year Groups

- Other screening tests are administered when required.

Staff Observation

- Members of staff consult with the SENCo if they notice students who may need specialist help during the school year. Evidence for that concern must be produced prior to any testing and/or additional intervention being undertaken. Teachers need to discuss any possible barriers to learning with their relevant Head of Department and plan strategies and intervention to address these in line with Quality First Teaching (seeking advice from the Inclusion Team as appropriate), prior to any additional diagnostic assessments being undertaken.
- The SENCo may then ask for additional diagnostic assessment to be undertaken from other professionals.

Referrals by Parents or Carers

- A student's parents may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon using the graduated approach.

EAL

The school is aware that there may be students at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same

time, when students with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the student within the context of their home, culture and community and look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Safeguarding

The school recognises that evidence shows students with SEND are at a greater risk of abuse and maltreatment so will ensure that staff are aware that students with SEND:

- have the potential to be disproportionately impacted by behaviours such as bullying.
- may face additional risks online, e.g. from online bullying, grooming and radicalisation.
- are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of students. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration.
- These students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Headteacher and Governing Body will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving students with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with students with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCo.

3.2 Provision

Teaching students with SEND requires a whole school vision and leadership. Following the SEND Policy is central to the correct provision being in place for students with SEND. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students

at Saint Gregory's learn and progress through these differentiated and/or adaptive arrangements, including reasonable adjustments where appropriate.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCo and SEND Manager but will be planned and delivered by teaching and support staff.

Graduated Response

Wave 1 - Quality First (High Quality) teaching by all teaching staff. This may include students with disabilities, for example dyslexia, who require no additional support. Enabling all students to access learning through high quality strategies include:

- High expectations and promoting a positive ethos for all students
- Use of scaffolding techniques/resources, e.g. writing frames
- Dual-coding – using verbal and non-verbal information
- Use of cognitive and metacognitive strategies, e.g. chunking information to make it easier for students to process, check-lists, explicitly teaching subject specific skills.
- Using a range of technology or multi-sensory approaches, as appropriate.
- Carefully planning individual and group seating plans.
- Enabling students to access subject specific key words and phrases.
- Identifying and addressing any areas of weakness and employing any subject specific interventions as necessary
- Ensuring students know their 'next steps' in learning.

Wave 2 - Initiated where students have failed to make adequate progress as identified by the SENCo through the assessment arrangements as in 3.1. Students requiring Wave 2 support would usually be recorded as Note of Concern (NOC).

Criteria for Wave 2 include:

- Low Numeracy/Literacy scores
- Teacher's observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs.

These short term interventions may include:

- Additional learning programmes such as Literacy and Numeracy
- Smaller group sessions, e.g. social skills, handwriting
- Short term mental health and wellbeing intervention, e.g. counselling, emotional support, enhanced pastoral support, eg mentoring, ELSA
- Appropriate teaching groups/sets

- Group support on a regular basis
- KS3 Numeracy and Literacy booster classes, where appropriate
- Additional staff training

Wave 3 - Where students fail to make adequate progress, despite additional provision at Wave 2, the school will use its best endeavours to seek advice and involvement from external support services (in order to secure longer term support) from the Local Authority and support services.

Students requiring Wave 3 support would usually be on the SEND register.

The Local Authority and other support services may be requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Student Support Plan is revised and new strategies are put in place following the involvement of the student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

The SEND register and NOC will be reviewed annually and students may move on to or off of either according to their progress.

3.3 Assessment

Statutory Assessment/EHCPs

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC Plan.

The SENCo is responsible, on a daily basis, for providing support and mentoring, allocates students with EHCPs, a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Learning Support Assistants are fully involved.

3.4 Student Support Plans and Reviews

Students on the SEND Register will usually have a Support Plan which follows the graduated response approach through the four part cycle; Assess, Plan, Do, Review. The strategies that will be employed at Wave 3 for students with EHC Plans are recorded in the Student Support Plan records and outlines provision that is additional to, or different from, normal differentiated provision. Not all students with SEND have a Student Support Plan. Students on Notice of Concern or on the SEND register will usually have a Student Passport detailing key strategies for staff to support the student's provision in school.

Contents of the Student Passport will include:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place
- Data referring to attainment and specific needs
- Any specific strengths/interests/triggers where appropriate and relevant

The Student Support Plan is communicated to all staff who support the student's learning and to the parents and the student.

Student Support Plans are reviewed regularly and updated and form part of the formal review process following consultation with relevant colleagues and new targets identified.

3.5 Monitoring of individual progress

Monitoring of individual progress is completed rigorously through the Progress Reports which are completed several times per year and, where appropriate, through individual reviews, screening tests and those procedures described in the School's Assessment Policy.

3.6 Provision of an appropriate curriculum

Through Faculty Development Plans, the School Evaluation Form and in conjunction with EHCPs, provision for students with SEND is regularly reviewed and revised.

It is the responsibility of faculties at the school to ensure that the legal requirements of the National Curriculum are met for those students with SEND in partnership with the Inclusion Department.

In line with the SEND Code of Practice (2015) 6.12, "all pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious...In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum". At St Gregory's, we do not routinely accept parental requests for students to 'drop' subjects or study a reduced curriculum. We aim to work with parents and external agencies using a coordinated multi-agency approach, as appropriate, before authorising any reduction in curriculum time.

3.7 Provision of Curriculum Support

The Inclusion Department can help faculties in the following ways (although this is not an exhaustive list):

- a) Curriculum development:
- Planning with individual members of staff/departments.

- Selection/design and preparation of suitable materials.
- Selection/design of teaching strategies.

b) Support teaching:

Section 6.37 of the SEND Code of Practice 0-25 years states: “High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching...”

Supporting students is achieved by working collaboratively with subject teachers and departments. The SENCo can assist by:

- Support with planning appropriate programmes of work.
- Support with preparation of relevant and adapted materials/teaching strategies.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.
- Liaising with the pastoral and attendance teams.

c) Withdrawal:

Some students with Special Educational Needs may be withdrawn from lessons for one to one, within small group sessions or to use technological support. The withdrawal of students is kept to an absolute minimum, in accordance with Saint Gregory’s inclusive ethos.

d) In-Service Training:

- The SENCo provides INSET for Early Career Teachers (ECTs) and other new staff at the school on Code of Practice procedures at Saint Gregory’s.
- Individual departments can ask for INSET from the SENCo as required, for specific purposes or generic training.
- Whole-school INSET focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.8 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

Capitation:

- The SENCo is allocated a departmental capitation each financial year.
- Individual faculties and departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

PART 4: Partnership

4.1 In school

- The SENCo works closely with the Assistant Head Teaching and Learning and Deputy Head Pastoral. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

4.2 Parents

Saint Gregory's actively seeks to work with parents and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example, hearing their son/daughter read and supporting to learn spellings.
- Student Support Plans, where appropriate, have been produced that should be helpful to parents, using a co-production approach as far as possible.
- Parents are encouraged to attend Parents' Evenings where their son/daughter's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through e-mail, letters, telephone calls, communication through 'Class Charts', face to face or virtual meetings.
- New parents can attend the Open Evening in the winter term prior to transfer.

4.3 Students

- Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the review process and their views are valued and listened to.
- Student's views are sought in the completion of the Student Support Plan through the One Page Profile/Student Passport and meetings with parents.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Saint Gregory's include (this is not an exhaustive list):

- The Child and Mental Health Service (CAMHS)
- Mental Health Support Team (MHST) referral process
- The School Nurse
- Children & Young People's Specialist Service
- Family Support Service
- Attendance and Welfare Support Service
- Black Families Education Support Group
- The Educational Psychologist (school support service/advice line)
- Speech and Language Service
- Child Health (paediatric service)
- ADHD nursing service
- Occupational Therapy
- Physiotherapy
- The Hospital Education and Reintegration Service (HERS)
- Mentoring Plus
- Focus/Off the Record Counselling service
- Project 28
- Compass
- Sensory Support Service SASS (ASD Outreach)

4.5 Between Schools

The SENCo liaises with other SENCos:

- from local secondary schools to discuss local and national SEND issues.
- at LA run SENCo Network meetings.
- on the transfer of a student with SEND.

4.6 Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools.

The SENCo deals with specific enquiries. This may be delegated to the SEND Manager, LSA Coordinators or LSAs as appropriate.

Additional induction days are arranged as required for all students with SEND and vulnerability factors.

The records of students who leave at the end of Year 11 are kept and stored in school.

Documentation relevant to the last review is forwarded to Post 16 placements.

Saint Gregory's SEND Policy should be read in conjunction with the following policies:

- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Child Protection Policy
- Curriculum Policy
- Disability Equality Scheme
- EAL Policy
- Equality Objectives
- Equality Statement
- Pupil Premium Action Plan
- SEND Information and Local Offer Report
- Teaching and Learning Charter

Appendix A - definition of disability

Discrete SEN	Both SEN & Disability	Disability
Mild dyslexia Emotional Behavioural Difficulties–social factors Mild dyspraxia Minor speech impairment Mild learning difficulties	Long-term motor impairment Learning difficulties Hearing impairment/deaf Visual impairment/blind Incontinence Significant dyslexia Epilepsy ADHD Autism (other factors – medical/mental health)	Asthma Diabetes Cancer recovery Mental health issues Disfigurement Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature

Appendix B - key terms

- SEND: Special Educational Needs and Disability.
- CAT tests: Cognitive Ability Tests assessing four areas (verbal, non-verbal, quantitate and spatial reasoning).
- Reasonable adjustment: The Equality Act 2010 and Schools section 4.13 states that, “schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils”.
- Cognition and metacognition – involving the processes relating to thinking, reasoning and how a student learns:

Assess, Plan, Do, Review

