St Gregory's Catholic Science College Special Educational Needs (SEN) Information Report

Approved by:	J O'Connell (SENCO) M Moran (Headteacher) Governors	**Date:** 6th October 2026
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St Gregory's Catholic Science College

Special Educational Needs (SEN) Information Report

This report should be read in conjunction with the Brent Local SEND Offer (www.brent.gov.uk/localoffer), our SEND Policy, School Accessibility Plan, Safeguarding and Child Protection Policy, and Good Behaviour Policy, all of which can be read on the school website or are available on request from the school.

Our SENCO is Miss J O'Connell who can contacted at 02089270915 or via senco@stgregorys.harow.sch.uk

This document should be read in conjunction with the School's SEND Policy which can be found on the St. Gregory's Catholic Science College website.

1. How does St. Gregory's make sure the admissions process is fair for pupils with SEN or a disability?

The school adheres to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), which clearly states:

"The School Admissions Code of Practice requires children and young people with SEND to be treated fairly. Admissions authorities:

- **must** consider applications from parents of children who have SEND but do not have an EHC plan (Education, Health and Care needs assessments and plans) based on the school's published admissions criteria as part of normal admissions procedures.
- **must not** refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs.
- **must not** refuse to admit a child because they do not have an EHC plan.

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability."

Moreover, if a child's parent or a young person makes a request for St Gregory's Catholic Science College on an EHC plan, then the local authority and school must comply with that request unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child or young person would be incompatible with the efficient education of others or the efficient use of resources.

2. What types of SEN does the school provide for?

St Gregory's believe that each child or young person can reach their potential despite their special need. Below you will find the kinds of special needs and/or disabilities which are present within our school community.

Cognition and Learning	Communication and Interaction	Social, Emotional & Mental Health	Sensory and Physical
Cognition is the umbrella term for a pupil's learning skills. It is their ability to process information, reason, remember and relate.	Communication and Interaction is the ability to communicate with others. This includes the use of speech sounds, language, gestures, facial expressions and body language.	Pupils who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the pupil becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.	A wide range of sensory and physical difficulties affects children and young people across the ability spectrum. Pupils with visual impairments (VI) or hearing impairments (HI) may need specialist support and equipment, while some with physical disabilities (PD) require ongoing assistance and resources to access the same opportunities as their peers.
Specific Learning Difficulties (SPLD) E.g. Dyslexia, Dyscalculia, Dyspraxia, Attention, Deficit, Hyperactivity Disorder (ADHD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulty (PMLD)	Speech, Language and Communication Needs (SLCN) Autistic Spectrum Disorder (ASD)	Social, emotional and mental health difficulties (SEMH)	Hearing Impairment (HI) Visual impairment (VI) Multi-sensory impairment (MSI) Physical disability (PD)

3. Which staff will support my child?

Our SENCO

Our SENCO is Miss Jade O'Connell. She can be contacted via senco@stgregorys.harrow.sch.uk

Assistant SENCO

Our deputy SENCO is Miss Lehane.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Learning Support Assistants (LSA)

We have a team of LSA's who are trained to deliver SEN provision and specialise in areas of need.

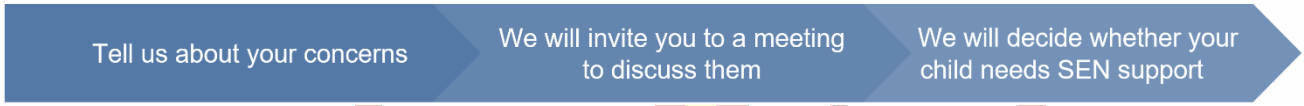
We have teaching assistants who are trained to deliver interventions such as SALT (Speech and Language Therapy), Lego Therapy, Dyslexia Overlay Test, Dynamo Maths Intervention, Literacy Interventions such as Phonics, Read Write Inc and LEXIA.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Specialist Teachers such as Visual and Hearing Impaired Teachers
- Brent Outreach Autism Team (BOAT)
- Educational psychologists
- Occupational therapists / Physio Therapists
- GPs / pediatricians / School nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support service

4. What should I do if I think my child has SEN?



If you believe your child may have Special Educational Needs (SEN), the first person to contact is your child's teacher or form tutor. They will relay your concerns to our SENCO (Special Educational Needs Coordinator), Miss O'Connell, who will reach out to discuss the matter further.

Alternatively, you can contact Miss O'Connell directly via email at senco@stgregorys.harrow.sch.uk .

We will arrange a meeting with you to discuss your concerns and gain a deeper understanding of your child's strengths and areas of difficulty. Together, we will collaboratively decide on the outcomes to seek for your child and agree on the next steps to support their development.

A record of the discussions, including agreed actions, will be documented and added to your child's file. You will also be provided with a copy for your reference.

If we determine that your child requires SEN (Special Educational Needs) support, we will formally notify you in writing. At that point, your child will be added to the school's SEND (Special Educational Needs and Disabilities) register.

Should we believe that your child would benefit from further assessments or referrals to external specialists, we will guide you through the appropriate next steps. This may involve signposting you to relevant services or initiating the referral process on your behalf.

5. How will St. Gregory's know if my child needs SEN support?

At St Gregory's, we are committed to ensuring that every pupil has the support they need to thrive academically, socially, and emotionally. Our approach to identifying pupils with Special Educational Needs (SEN) is proactive and collaborative, involving teachers, the SENCO, and parents.

All of our class teachers are trained to be vigilant for any signs that a pupil may not be making the expected level of progress, whether in areas such as reading, writing, curriculum content or in their social development. If a teacher notices that a pupil is falling behind, they will first assess whether there are any gaps in the pupil's learning. These gaps could be the result of missed content or concepts that haven't been fully understood. However, if the pupil continues to struggle despite this extra support, the teacher will consult with the SENCO (Special Educational Needs Coordinator) to discuss the possibility that the pupil may have SEN. At this point, you will may be contacted to share concerns and discuss the next steps.

The SENCO will then take a closer look by observing your child in various settings, such as in the classroom and on the playground, to gain a better understanding of their strengths and areas of difficulty. They will also have discussions with your child's teacher(s) to review progress, attainment, and behaviour. The SENCO will compare your child's progress to that of their peers and to national data, to evaluate whether they are meeting expected developmental milestones.

In addition to gathering input from teachers, the SENCO will seek your perspective as parents, as well as your child's views where appropriate. If needed, external professionals such as speech and language therapists, educational psychologists, or pediatricians may be consulted to provide further insight.

After gathering all of this information, the SENCO will determine whether your child requires SEN support. You will be informed of the decision in writing. If it is decided that your child needs SEN support, their name will be added to the school's SEND register, and we will work closely with you to develop a tailored SEN support plan. This plan will outline the specific outcomes we aim to achieve for your child and the steps we will take to support them.

6. How do St. Gregory's assess children with SEND?

Key Stage 3

When students join St. Gregory's, they will complete the Cognitive Abilities Test (CATS). Students who score within the bottom 10% will be further assessed for potential learning needs, including conditions such as dyslexia and dyscalculia. This additional testing helps us identify any specific support the student may require to ensure their success.

In collaboration with our Literacy Coordinator, all Year 7 students at St. Gregory's will undergo assessments for reading and spelling proficiency. Students who perform in the lower range will receive further testing to identify specific needs, and targeted interventions will be put in place to support their literacy development.

Each year, students receiving literacy interventions will have their reading and spelling ages re-tested to monitor their progress and ensure the effectiveness of the support provided.

Students with an EHCP (Education, Health, and Care Plan) and those on the SEND (Special Educational Needs and Disabilities) register will have their reading and spelling ages tested when needed. This ongoing assessment helps us identify any emerging needs and ensures that appropriate support is adjusted or provided as necessary.

Key Stage 4 and 5

Students requiring access arrangements for lessons, such as extra time or other accommodations, will undergo further testing to ensure their needs are accurately identified. This includes testing for students who join the school later in the academic year.

Additionally, students will be assessed for exam concessions, such as extra time, readers, or scribes, to ensure they have the appropriate support during exams.

Assessments and Screeners

The school uses a range of internal screening and assessment tools to support the early identification of additional needs, monitor progress and inform appropriate provision. Where more specialist assessment is required, this may be undertaken by appropriately qualified professionals or external agencies.

Internal Assessments / Screeners	External / Specialist Assessments
CAT4 (Cognitive Abilities Test) – Profiles verbal, quantitative, non-verbal and spatial reasoning abilities, helping to identify strengths, areas of difficulty and potential discrepancies in learning.	**BPVS (British Picture Vocabulary Scale)** – Assesses receptive vocabulary and understanding of spoken words.
LASS (Lucid Assessment System for Schools) – Screens literacy skills and identifies indicators associated with specific literacy difficulties, including dyslexia.	**DASH (Detailed Assessment of Speed of Handwriting)** – Assesses handwriting speed and associated skills.
Dyslexia Screener – Identifies indicators of dyslexia and areas of literacy requiring further assessment or support.	**WRIT (Wide Range Intelligence Test)** – Assesses aspects of cognitive ability, including verbal and non-verbal reasoning.
Dyscalculia Screener – Identifies indicators of dyscalculia and specific difficulties relating to mathematical processing and number skills.	**WRAT (Wide Range Achievement Test)** – Assesses attainment in areas including reading, spelling and mathematics.
Lucid Recall – Assesses aspects of working memory and processing skills to help identify barriers affecting learning.	**CTOPP (Comprehensive Test of Phonological Processing)** – Assesses phonological awareness, phonological memory and rapid naming.
PASS (Pupil Attitudes to Self and School) – Explores pupils' attitudes towards themselves and school, helping to identify social, emotional and motivational barriers to learning.	**GORT-5 (Gray Oral Reading Tests)** – Assesses oral reading rate, accuracy, fluency and comprehension.
NGRT (New Group Reading Test) – Assesses reading comprehension and related reading skills to identify strengths and areas requiring additional support.	**TOWRE-2 (Test of Word Reading Efficiency)** – Assesses the accuracy and fluency of word and non-word reading.

WellComm Digital – Screens speech, language and communication skills and supports the identification of appropriate targeted interventions.	**TOMAL (Test of Memory and Learning)** – Assesses different aspects of memory and learning.
Accelerated Reader Assessment – Assesses reading level and comprehension to support appropriate book selection and monitor reading progress.	**Educational Psychology Assessment** – May assess cognition, learning, communication, social and emotional development and other factors affecting access to education.
Phonics Assessment – Assesses phonological awareness, decoding and application of phonics to identify gaps and inform targeted literacy intervention.	**Speech and Language Therapy Assessment** – Assesses areas such as receptive and expressive language, speech, communication and social interaction where appropriate.

Assessment and screening outcomes are considered alongside teacher assessment, classroom observations, progress and attainment data, pupil voice, parent/carer views and previous educational information. No single screener is used in isolation to identify a pupil as having SEND. Where appropriate, the school may seek further advice or assessment from specialist professionals.

7. How will the school measure my child's progress?

At St Gregory's, we employ a comprehensive approach to assessing and reviewing pupils' progress to ensure that every student receives the support they need to succeed. Please refer to our assessment policy which outlines the procedures for tracking student progress in individual subjects and across the school.

Assessing and reviewing the progress of children and young people with SEND

- Progress is continually monitored by your child's class teacher, with oversight from Heads of Department, Heads of Year, and the SENCO.
- Academic reports are sent home every term, with current attainment and effort reported for each subject.
- Pupils' attainment is tracked using the whole school tracking system, allowing for the quick identification of those who are not making expected progress. These students are discussed at departmental meetings, and if appropriate, their progress will be reviewed in collaboration with other Heads of Department, parents, and/or the students themselves.
- Children and young people receiving SEND support will have Pen Portrait, which will be reviewed annually to ensure it is up to date with learnings needs and strategies.
- Children and young people with an EHC (Education, Health, and Care) plan will undergo an annual review, which will include parents and other adults involved in the child or young person's education.

Graduated Approach - Assess, Plan, Do, Review

For students with Special Educational Needs and Disabilities (SEND), we utilise the APDR (Assess, Plan, Do, Review) framework to ensure their needs are met effectively:

- **Assess**: We regularly assess the individual needs of SEND pupils through various tools and strategies, including informal/formal assessments and observations. This helps us identify specific challenges and strengths.

- **Plan**: Based on assessment results, we collaborate with parents, teachers, and the SENCO to develop tailored support plans that outline specific objectives and interventions.

- **Do**: The planned interventions are implemented in the classroom setting, with support from teachers and additional staff as necessary. This may include differentiated instruction, targeted literacy and numeracy support, and specialised resources.

- **Review**: We conduct regular reviews to monitor progress against the objectives set in the support plan. This includes re-assessing pupils using appropriate tools to track improvements in areas such as reading, writing, and social skills. Parents are kept informed of their child's progress, and adjustments to the support plan are made as needed.

By following this graduated approach, we aim to ensure that every student, particularly those with SEND, is making meaningful progress and receiving the appropriate support to help them achieve their potential.

8. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress, with a minimum of one comprehensive report each academic year. The school will send home an academic report at the end of each term, outlining your child's attainment, behaviour for learning, and homework effort.

The SEND department will reach out to you three times a year: once for an assessment of needs and twice for reviews of SEND progress. Additionally, the SENCO is available at all times throughout the year to discuss your child's needs and progress. There will also be an annual parents' evening for your child, where you will have the opportunity to meet their subject teachers and the SENCO.

Consultation with Parents/Carers of children and young people with SEND

- Regular and effective engagement with parents/carers by schools often leads to improved pupil outcomes, behaviour and attendance.

- The form tutor is the first point of contact to discuss your child's progress or any concerns that you may have regarding your child.

- The SEN team is available to meet with you to discuss your child's progress or any concerns/worries you may have regarding SEN concerns. All students with an EHCP have a named LSA, this would be you first point of contact for concerns and questions.

- All information from outside professionals will be discussed with you and the person directly; where this is not possible this will be provided in a report.

- Upon request your child's Pen Portraits, Student Profile and Learning Plans can be reviewed with you at Assess, Plan, Do, Review meetings or at the Annual Review
- Homework is uploaded to Google Classroom. A Homework Club is available in the SEN department from Tuesday to Thursday to support students who struggle and help them become more independent with their homework.
- Parents are informed and actively encouraged to support shared goals at home
- Access to SENDIAS (Special Educational Needs and Disability Independent Advice Service) and to other parent support groups. Parents have access to Information Advice and Support Services (IASS) (who can be contacted on 0208 937 3434)

9. How will my child by involved in decisions made about their education?

The level of involvement of your child in the support process will depend on their age and level of competence. We recognise that no two children are the same, so decisions will be made on a case-by-case basis, with your input.

To seek your child's views, we may ask them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey to share their opinions and experiences.

Consultation with children and young people with SEND

- We are a Rights Respecting School, where we value and celebrate each child's ability to express their views on all aspects of school life. This is facilitated through the School Council, which provides an open forum for issues or viewpoints to be raised.
- An annual pupil questionnaire is conducted to actively seek the viewpoints of children with SEND, ensuring their voices are heard in decision-making processes.
- All children and young people on the inclusion list are encouraged to complete a Pupil Passport, allowing them to share in their own words how they learn best and how teachers can support them effectively.
- Children with an EHC (Education, Health, and Care) plan, have the opportunity to express their views prior to any review meetings, and they are invited to attend, if it does not cause them distress.
- The Assess, Plan, Do, and Review meetings are child-centred discussions involving the child and a member of the learning support team.
- The SENCO attends every parent's evening and will reach out to meet with the parents of every child on the inclusion list. However, participation is at the family's discretion.

- At the end of the academic year, a questionnaire is sent home for parents to express their views regarding the SEN provision. There is also an option to request a phone call to discuss the academic year.

10. How does St. Gregory's support pupils with disabilities?

At St. Gregory's, we are committed to providing an inclusive educational experience for all pupils, including those with special educational needs and/or disabilities (SEND). Class and subject teachers are responsible and accountable for the progress and development of all pupils in their classes, including where pupils access support from the SEND team.

High-quality, inclusive teaching is our first response to meeting pupils' needs. Through appropriate adaptations and reasonable adjustments, we aim to ensure that all pupils can access a broad and balanced curriculum and participate fully in school life.

Our support is organised through a **four-tier graduated approach** (see *Whole School SEND Graduated Approach* on page 11):

1. Universal Offer / Quality First Teaching - High-quality, inclusive classroom teaching for all pupils. This includes reasonable adjustments, adaptive teaching and ordinarily available provision to remove barriers to learning and participation.

2. Targeted SEN Support - Additional and targeted support for pupils who require provision that is 'different from or additional to' the universal offer. This may include structured small-group or individual interventions, targeted adaptations and additional support, planned and reviewed according to the pupil's identified needs.

3. Specialist / Targeted Plus Support - Enhanced and individualised support for pupils with more significant, complex or persistent needs. This may include specialist interventions and advice, assessment or involvement from external professionals, such as Educational Psychologists, Speech and Language Therapists, specialist teachers and health services.

4. Education, Health and Care Plan (EHCP) - Statutory, individualised provision for children and young people with significant and/or complex needs who require support beyond that which can reasonably be provided through ordinarily available mainstream provision. Support is delivered in accordance with the provision specified within the pupil's EHCP.

Please note: Tier 2 and Tier 3 provision is not automatically provided to every pupil identified with SEND. Support is determined by each pupil's individual needs and is implemented, monitored and reviewed through the Assess, Plan, Do, Review process.

Provision at St.Gregory's

Cognition and Learning

Specific Learning Difficulties (SPLD) E.g. Dyslexia, Dyscalculia, Dyspraxia, Attention, Deficit, Hyperactivity Disorder (ADHD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulty (PMLD)

Tier 1 – Universal Quality First Inclusive Teaching	**Tier 2 - Targeted** Additional targeted support	**Tier 3 – Specialist and Targeted Plus** Support for complex and long-term difficulties
Quality first teaching ● Class teachers meet the needs of learners on a day-to-day basis through high quality teaching and adaptive planning. ● The class teacher will provide differentiation of the curriculum and homework where necessary. ● Class teachers and heads of department to offer adapted curriculum, differentiated delivery and differentiated outcome. ● All children's progress and attainment is assessed and tracked throughout the year by the class teacher and Head of Department. **Teaching Non-Negotiables** ● Relevant retrieval – Self-explanation, Demonstrate/perform, Tell the story. Explain it, quizzes. ● Modelling and/or scaffolding – teacher modelling or scaffolding to show students exactly what to do e.g. I do, we do, you do, Use of visualisers, Sentence starters, Use of writing frames ● Effective questioning – using different techniques to check for understanding of the whole class, e.g., cold calling, mini whiteboards, pitched questioning	For students who require support additional to or different from the Universal Offer. **Targeted Interventions** • Reading Buddy / Reading Mentor. • Reading and literacy programmes, including Lexia and Read Write Inc. • 1:1 or small-group reading. • Maths intervention, including Dynamo Maths and Maths Club. • Homework Club. • Sixth Form/Year 7 mentoring programme. • Targeted in-class support. • Small-group interventions or withdrawal where appropriate. • Targeted support to establish routines, organisation and positive learning habits. **Planning and Monitoring** • Identified learning, independence, social, emotional and/or behaviour targets. • Regular communication with parents/carers. • Targeted curriculum support and adaptations. • Progress reviewed through the Assess, Plan, Do, Review (APDR) cycle.	For students whose needs are persistent, complex or require a highly individualised or specialist response. **Individualised Planning** • Pupil Learning Passport. • Pen Portrait / Student Profile. • Individualised Student Learning Plan / APDR. • Personalised outcomes broken into achievable small steps. • Individualised timetable or differentiated timetable where appropriate. • Learning Support Plans and/or Behaviour Support Plans. • Regular review with the student, family and relevant professionals. **Individualised Provision** • Enhanced or individualised in-class support where identified. • Specialist or individual interventions. • Adapted or specialist equipment. • Coloured overlays, pencil grips, writing boards and individual resource packs where required. • ICT, laptops or tablets to support access to learning where appropriate. • Individualised strategies based on the student's identified needs. **External & Specialist Support** • Speech and Language Therapy (SaLT). • Educational Psychology (EP). • Specialist teacher/service involvement where appropriate. • Health and mental-health professionals where required


SGS

Communication and Interaction Needs

Speech, Language and Communication Needs (SLCN), Autistic Spectrum Disorder (ASD)

Tier 1 - Universal Quality First Inclusive Teaching	**Tier 2 - SEND** Additional targeted support	**Tier 3 – Specialist and Targeted Plus** Support for complex and long-term difficulties
Whole-School & Pastoral Support • Whole-school positive behaviour policy, including rewards through Satchel One. • Clear whole-school and classroom expectations and routines. • Consistent use of praise and reward systems. • Whole-school and class assemblies. • Positive relationships with Form Tutors and the wider pastoral team. • Oracy stems embedded within Quality First Teaching to develop speaking, listening and communication skills. **Rosenshine's Principles** • Relevant retrieval: quizzes, self-explanation, demonstration, explanation and storytelling. • Modelling and scaffolding: *I do, we do, you do*, visualisers, worked examples, sentence starters and writing frames. • Effective questioning: cold calling, mini-whiteboards, pitched questioning and regular checks for understanding. **Whole-School SEND Strategies** • General inclusive SEND strategies available to all students. • Need-specific classroom strategies where appropriate. • Visual prompts and clear, concise instructions. • Chunking of information and tasks. • Appropriate processing and thinking time.	For students requiring support additional to or different from the Universal Offer. **Targeted Communication, Interaction & Pastoral Support** • Additional pastoral/form tutor support. • Targeted support to establish routines and expectations. • Support during unstructured times where identified. • Identification of key areas of need or concern and development of appropriate coping strategies. • Regular communication and partnership with parents/carers. • Targeted positive behaviour strategies and reinforcement. • Targeted Communication and Interaction support. • Identified and measurable communication and interaction targets. • Small-group social communication/social skills interventions. • Targeted use of visual aids, cue cards and communication resources. • Progress monitored through the APDR	For students requiring highly personalised provision and/or specialist professional involvement. **Individual Student Planning** • Pupil Learning Passport. • Pen Portrait / Student Profile. • Individualised Student Learning Plan through APDR. • Individualised curriculum or pathway where required. • Personalised outcomes broken into achievable small steps. • Individualised support packs and resources. **Individualised Communication & Interaction Support** • Personalised visual aids and cue cards. • Individual communication resources, including whiteboards, traffic-light cards and communication/speech cards. • Personalised social stories. • Individual or highly targeted social skills programmes. • 1:1 communication and interaction support where identified. • ICT/tablet devices to support communication and access to learning where appropriate. • Individualised strategies for managing social situations, transitions and emotional regulation. **Specialist & External Agency Support** • BOAT involvement. • Educational Psychologist (EP) involvement. • Speech and Language Therapy (SaLT). • School counselling. • LEGO®-based or play-based therapeutic interventions where appropriate. • Specialist social communication interventions. • Targeted time-out/regulation support based on assessed need. • Multi-agency planning and review where required.


SGS

Social, Emotional and Mental

Social, Emotional and Mental Health (SEMH)

Tier 1 - Universal Quality First Inclusive Teaching	**Tier 2 - SEND** Additional targeted support	**Tier 3 – Specialist and Targeted Plus** Support for complex and long-term difficulties
Quality First Teaching & Pastoral Support • Class teachers meet learners' needs through high-quality teaching and adaptive planning. • Whole-school positive behaviour policy, including rewards through Satchel One. • Clear whole-school and classroom rules, routines and expectations. • Consistent praise and reward systems. • Whole-school and year-group assemblies. • Positive relationships with Form Tutors and the wider pastoral team. • **Whole-School Prayer & Mindfulness – Daily** • Form Prayer Booklet. • Year Group Assembly. • Lectio Divina. • Catholic Social Teaching Prayer. • Examination of Conscience. **Whole-School Mental Health & Wellbeing** • Five Ways to Wellbeing: Connect, Give, Notice, Learn and Be Active. • Daily RESPITE provision. • Mental Health First Aiders. • Whole-school strategies to promote emotional wellbeing and self-regulation. • General and need-specific SEND strategies embedded within classroom practice.	For students who require support additional to or different from the Universal Offer. **Targeted Pastoral & SEND Support** • Targeted pastoral support and regular check-ins. • Targeted RESPITE provision. • Support to establish positive routines, organisation and learning habits. • Social Skills Groups and Girls' Groups. • Sixth Form/Year 7 Mentor Programme. • Targeted in-class support. • Small-group interventions or withdrawal where appropriate. • Support during unstructured times of the school day where identified. • Identification of key areas of need and development of appropriate coping and regulation strategies. • Identified targets for learning, behaviour, wellbeing and/or independence. • Regular communication and partnership with parents/carers. • Targeted positive behaviour strategies, including Satchel One rewards. • Progress monitored through the Assess, Plan, Do, Review (APDR) cycle.	For students with complex, persistent or long-term needs who require highly personalised and/or specialist support. **Individualised Planning** • Pupil Learning Passport. • Pen Portrait / Student Profile. • Individualised Student Learning Plan through APDR. • Positive Behaviour Support Plan where required. • Individualised curriculum and/or pathway where appropriate. • Personalised outcomes broken into achievable small steps. • Behaviour and Pastoral Support Plans where required. • Individualised or differentiated timetable where appropriate. **Individualised Provision – As Required** • Specialist or adapted equipment and resources. • Adapted stationery and writing resources. • Coloured overlays, pencil grips and writing boards. • Individual regulation and sensory resources. • Individualised strategies to support emotional regulation, behaviour and engagement. **Specialist & External Support** • Speech and Language Therapy (SaLT). • Educational Psychologist (EP) involvement. • ELSA – Emotional Literacy Support. • Specialist Learning Support Service involvement where appropriate. • Multi-agency assessment, advice and intervention. • Targeted specialist support based on assessed individual need.


SGS

Physical and Sensory

Hearing Impairment (HI), Visual impairment (VI), Multi-sensory impairment (MSI), Physical disability (PD) + Medical Needs

Tier 1 - Universal Quality First Inclusive Teaching	**Tier 2 - SEND** Additional targeted support	**Tier 3 – Specialist and Targeted Plus** Support for complex and long-term difficulties
Quality First Teaching • Class teachers meet learners' needs through high-quality teaching and adaptive planning. • Teaching, resources and the classroom environment are adapted to promote access and participation. **Whole-School Environment** • Staff training and awareness of physical, sensory and medical needs. • Support staff available where required. • Flexible seating arrangements. • Accessible classrooms and learning environments. • Safe spaces for rest, regulation and time out. • Access to the School Nurse. • Reasonable adjustments made to support participation in school life. • Whole-school general and need-specific SEND strategies.	**Targeted Support** • Buddy or mentor support. • Homework Club. • Sixth Form/Year 7 Mentor Programme. • Small-group support or withdrawal where appropriate. • Social Thinking Groups. • Targeted groups for students with physical disabilities or additional physical needs. • Targeted Teaching Assistant support in lessons where identified. **Targeted Adjustments** • Flexible teaching arrangements. • Accessible ICT, including use of a laptop where appropriate. • Staff informed of the implications of identified medical, physical, visual or hearing needs. • Individual seating arrangements. • Teachers facing students when speaking to support lip-reading and/or hearing needs. • Enlarged or large-font resources where required. • Specific ICT/tablet devices to support access to learning. • Early-leave or movement passes to allow additional time to move safely between lessons. • Targeted support for participation in PE and practical subjects. • Regular communication with parents/carers and relevant staff.	**Individual Student Profiles & Planning** • Pupil Learning Passport • Pen Portrait / Student Profile • Student Learning Plan (APDR) • Individual Healthcare Plan (IHP) • Personal Emergency Evacuation Plan (PEEP) • Individual Risk Assessment, where required • Individualised curriculum and/or timetable • Personalised outcomes broken into achievable small steps **Additional Individualised Support** • Individual support during lessons, PE, transitions and unstructured times, where required • Specialist or adapted equipment • Pencil grips, writing boards and adapted stationery • Laptop, tablet or assistive technology • Access to lifts, ramps and accessible toilets • Individual movement, rest or early-leave arrangements • Specific classroom adjustments based on specialist advice **External Agencies & Specialist Support** • Occupational Therapy (OT) • Physiotherapy • School Nurse • Physical/Medical Inclusion Service (PIMIS) • Visual Impairment (VI) specialist support • Hearing Impairment (HI) / Teacher of the Deaf support • Specialist assessment, equipment and recommendations • Multi-agency planning and review where required

Tier 2 and Tier 3 support is provided as and when required, based on individual student needs and handled on a case-by-case basis.

EHCP: Students with the most significant and complex needs may require an Education, Health and Care Plan (EHCP) where the provision required goes beyond what can reasonably be provided through ordinarily available and SEN Support provision.

Specialist and Targeted Plus and EHCP Outside Agencies:

- Brent Outreach Autism Team (BOAT)
- Behaviour Support Team
- Educational Psychology Service (EPS)
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapist
- School Counsellor
- Connexions Career Advisor
- Complex Needs Consultant (Physical or Medical disabilities)
- Educational Welfare Officer (EWO)
- Inclusion Support Officer
- Social Care including – locality teams and social workers. This is particularly important for Looked After Children with SEND
- WEST (Wellbeing and Emotional Support Team) in Brent
- Health Service (NHS Trust):
- School Nurse
- Community Nurses
- Occupational Therapy
- GPs and Paediatricians
- Physiotherapy

11. How will St. Gregory's adapt its teaching for children with SEND?

Teaching children and young people with SEND (including adaptations to the curriculum, staff expertise and training)

St. Gregory's approach to supporting pupils with Special Educational Needs and Disabilities (SEND) demonstrates a comprehensive, inclusive system that prioritises accessibility and individualised learning. Key features include:

1. **SENCo Role**: The full-time Special Educational Needs Coordinator (SENCo), who is well-qualified with a Master's in Education and working towards the NPQSENCO award, ensures that classroom teachers receive guidance in planning for pupils with SEND, in collaboration with parents and based on each pupil's individual needs.
2. **Inclusive Curriculum**: Pupils with SEND access the mainstream curriculum through specialist SEND provisions and adaptations. These provisions include differentiated instruction, additional support staff, assistive technology, modified assessments, flexible grouping, personalised learning plans, multi-sensory approaches, curriculum enrichment activities, regular progress monitoring, and collaboration with external specialists.
3. **Student Profiles**: All staff have access to essential documentation, including Pen Portraits, Pupil Passports, Individual Support Plans, APDRs, and Review documents. These resources provide clear, individualised guidance on effectively supporting each pupil on the SEND list.
4. **Staff Training**: All staff undergo regular training on SEND-related issues to improve their understanding and ability to meet the needs of SEND pupils. Whole-school training sessions occur once a term, ensuring that teachers are updated on the latest best practices and methodologies. A

dedicated Teaching and Learning session focusing specifically on SEND takes place once a year, led by the SENCo, where relevant resources and strategies are distributed.

5. **Regular Progress Monitoring**: The academic progress of pupils with SEND is monitored regularly through data analysis. This is done three times a year for Key Stage 3, 4, and 5. Comparisons are made between the progress of SEND pupils and their non-SEND peers, enabling teachers to adjust their planning and ensure that SEND pupils are making sufficient progress. Senior leaders and SENCO track this data to identify gaps and provide interventions.
6. **Support from Specialist Staff**: The school employs a range of specialist staff, including learning support assistants, a speech and language therapist, and an educational psychologist. These staff members provide tailored interventions, including alternative therapies such as Reading Booster, Social Thinking, and one-to-one Maths teaching, to support SEND pupils' learning and well-being.
7. **Physical Accessibility**: The school supports physical accessibility for pupils with disabilities by providing ramps, lifts, and disabled toilet facilities. While we strive to ensure that students can access their scheduled classrooms, some areas of the school building are not reachable via lifts or ramps, which can occasionally limit access. Key staff members, including the SENCo and two Learning Support Assistants (LSAs), are trained in the use of the Evac Chair lift, ensuring that students with physical disabilities can be safely evacuated in the event of an emergency.

12. How Children and young people with SEND engage in learning inside and outside the classroom, including school trips?

All children and young people are included in all aspects of the school curriculum, and we strive to ensure that every child can participate in school trips. St. Gregory's will endeavor to provide the necessary support to make this successful.

A risk assessment is conducted prior to any off-site activity to ensure that health and safety are not compromised. If it is deemed unsafe for a child or young person to participate, alternative activities covering the same curriculum areas will be provided.

Additionally, after-school and extracurricular provisions are available to all children, including those with SEND.

13. How will the school support my child's mental health, and emotional and social development?

The class/form teacher has overall responsibility for the pastoral, medical, and social care of every child in their class, serving as the first point of contact for parents. If further support is needed, the class teacher collaborates with the SENCo for additional advice, which may involve working with outside agencies such as Health and Social Services or specialist educational services.

For children experiencing persistent difficulties, a Pastoral Support Plan (PSP) is developed in partnership with the child and parents to identify specific issues, implement relevant support, and set targets. As a result of these efforts, our rate of exclusions remains very low.

The attendance officer monitors each child's attendance daily, recording and reporting lateness and absences to the Pastoral Deputy Head Teacher. We encourage good attendance through an incentive scheme, which has successfully helped many families improve their punctuality.

Our school employs a SENCo, Learning Assistants, a Learning Mentor, a Family Liaison Officer, an Attendance Officer, and a Chaplain.

Additionally, we have a school mentoring and therapy hub, which is currently open for students seeking therapy, although there is a waiting list. Referrals can be made via the SENCo and Head of Year to access the waiting list. We have counsellors from the Brent Centre for Young People and the Brent NHS team available. The mentoring hub operates five days a week, with therapists and counsellors on-site to provide support.

We provide support for pupils to progress in their emotional and social development in the following ways:

- **Specialist Staff Support**: The school employs a part-time school counsellor and a learning mentor who provide dedicated support for pupils who may need help with their emotional well-being. These professionals offer one-to-one counselling sessions, mentoring, and targeted interventions for pupils facing emotional or social challenges.
- **Therapeutic Interventions**: A range of alternative therapies is available to support pupils' mental health and social development, including:
    - **Social Thinking**: A programme designed to help pupils understand social cues and improve their social interactions.
    - **Girls Group**: A specialised group focusing on social skills and emotional support for girls who may need extra help in building confidence and relationships.
    - **Preparing for Adulthood Sessions:** Focused sessions to develop life skills, independence, and readiness for transition into further education, training, or employment
    - **Emotional Literacy Sessions:** Sessions to help pupils understand, express, and manage their emotions, improving resilience and self-regulation
    - **Speech and Language Sessions:** Targeted support delivered in collaboration with speech and language specialists, focusing on communication skills, comprehension, and expressive language.
    - **Homework Club (KS3) and Supported Study (KS4/KS5)**: A after-school supportive environment where pupils can receive help with schoolwork, reducing stress and anxiety.
    - **Maths Club**: A morning club can help alleviate anxiety around learning by providing a safe, supportive space to improve maths skills.
    - **Social Club:** A after-school club for promoting and aiding social skills of our neurodivergent children with games and arts/crafts/
- **SEND Support Team**: The SEND team, which includes the SENCo and trained learning support assistants, plays a crucial role in supporting pupils' emotional and social development. They work

closely with pupils to ensure they feel understood and supported, helping them to navigate both academic challenges and social situations.

- **Speech and Language Therapy**: We have a trained Learning Support Assistant (LSA) who offers speech and language sessions to students who require them. Brent Speech and Language Services can see students on EHCP if needed.

- **Whole-School Training**: All staff receive training on how to support pupils' mental health and emotional development. This training ensures that staff are equipped to identify any issues early on and provide the appropriate support or refer pupils to specialist services.

- **Inclusive Environment**: The school promotes an inclusive environment where all pupils are encouraged to participate in social activities and feel a sense of belonging. Peer support, group work, and social skills development are integral parts of the curriculum.

- **External Agency Collaboration**: The school works with external agencies, including private educational psychologists and local health services, to provide additional mental health support if required. This ensures pupils have access to more specialised care when needed.

Zero Tolerance Approach to Bullying

At St Gregory's Catholic Science College, we maintain a zero-tolerance approach to bullying, ensuring a safe and supportive environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). Bullying, whether it occurs inside or outside of school, will not be tolerated, and any reports of bullying are taken seriously and addressed immediately.

Key Points:

- **Bullying and SEND**: While parents of children with SEND often worry about bullying, we want to reassure you that bullying of any kind is not accepted at our school. This applies to all pupils, including those with SEND.

- **Immediate Action**: When bullying is identified, it is addressed without delay. In serious or repeated cases, the bully's family will be called into school to discuss the situation and agree on steps to correct the behaviour.

- **Consequences**: In extreme cases or incidents of repeated bullying, the pupil responsible may face exclusion from school, either temporarily or permanently, depending on the severity of the behaviour.

What to Do if You Suspect Bullying:

- **Contact Staff**: If you believe your child is being bullied, you should contact one or more of the following:

    - Form Tutor/ Head of Year/ SENCo

- **Further Escalation**: If these staff members are unavailable or unable to resolve the issue, you can escalate the concern by contacting the Deputy Headteacher (Mr Finnegan), who will ensure that the matter is thoroughly investigated and resolved.

14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between Years

We recognise that transitions between years can be particularly challenging for children and young people with special educational needs and disabilities (SEND). To ensure that these transitions are as smooth as possible, we take the following steps:

- **Information Sharing:** We gather and share relevant information between current and future teachers, including details about the child's strengths, challenges, and any support strategies that have been effective.
- **Regular Check-ins:** We conduct regular check-ins with the child, parents, and teachers to ensure that the new environment is working well for the child and to address any emerging concerns.
- **Adaptation of Strategies:** We remain flexible in our approach, adapting strategies and support based on the child's experiences in the new setting.
- **Minimising Changes**: For our highest-need pupils, we aim to limit class changes or changes in teachers wherever possible. Maintaining consistent relationships with familiar staff can help provide stability and support during transitions.

Between Phases/Schools

We recognise that Transition phases can be very difficult for children and young people with SEND and take the following steps to ensure that any transition is as smooth as possible. At all transition phases, we liaise closely with colleagues from other schools when receiving and transferring children and young people, ensuring that all the relevant paperwork is passed on and all needs are discussed and understood.

- **Moving to another school**

  - Contact is made with the school SENCO and we will ensure that they know about any special arrangements, concessions or support that need to be made for the child or young person.

  - All records about the child or young person are passed on to the school as soon as possible.

- **Transition from KS2 to KS3**

  - The SENCo will discuss the specific needs of the child with SEND with the SENCo from the primary school.
  - All children are invited to an induction day where they will meet the year 7 team and spend a day at St Gregory's. Parents will be invited to the information evening held on the same day.
  - In some cases, the head of transition will visit your child's primary school and meet with the child and their teachers.
  - We can provide social stories for those children who are finding the transition particularly difficult.
  - Children on the SEND register at primary school will be invited to a summer school for one day during the summer term preceding their entry to St Gregory's.
  - Children with an EHC plan will be invited to spend a day at St Gregory's with their named LSA.
  - If the child has an EHC plan the annual review will be used as a transition meeting which we will ask to be invited to.
  - In September year of entry; teachers of a New Year 7 student with an EHC plan are required to attend a meeting with the SENCo to discuss their needs and how to overcome their barriers to learning.
  - This will inform the teachers about the child's needs and how best to meet these in the classroom.

- **Transition from KS3 to KS4**

  - Pupils will have assemblies throughout the Easter term in Year 9 informing them of their subject choices. This will give students a chance to discuss and give guidance for option choices.
  - There is an Options Evening for all parents of Year 9 pupils to inform them about GCSE options and the courses available.
  - Your child's subject teacher will discuss options with you at Year 9 parents' evening.
  - Children and young people with an EHC plan will discuss option choices at Year 9 annual review.

- **Transition from KS4 to KS5**

  - Parents and students are invited to attend a Year 11 in to Year 12 evening during the second half term of the academic year.
  - All pupils are invited to attend a Sixth Form taster day at St Gregory's Sixth Form.
  - Career guidance is given to enable pupils to make informed choices.
  - Children and young people with an EHC plan will discuss option choices at their year 11 annual review.

- **Transition from KS5 to further study and/or employment**

    - Information is given throughout the young person's time at sixth form on how to progress on to their chosen pathway after leaving St Gregory's.
    - University taster days.
    - Help and advice with writing application forms and/or personal statements.
    - Young people with an EHC plan will discuss choices beyond KS5 at year 12 annual review.

Moving to adulthood (Year 9 and Above)

We provide all our pupils with appropriate advice on paths into work or further education. We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

Students will meet with the Connexions Career Advisor to discuss career paths. Students with EHCP will further meet with the Careers teacher to discuss preparing for adulthood section in their plans.

15. How can the success of provisions made for children and young people with SEND be evaluated?

- In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and students during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire.

- Student progress will be monitored on a termly basis in line with the SEND Code of Practice. The SEND department offer an *Open-Door* policy where parents can access the SENCo regularly without making a formal appointment. Further feedback from parents can be given at any time through email contact available on the school website.

- A formal evaluation of the effectiveness of the school SEND provision and policy culminates in a SEND Report. The evaluation is carried out by the SENCo in consultation with the Headteacher. Information is gathered from different sources such as student and parent surveys / teacher and staff surveys/ parents evenings/ consultation evening/ report feedback forms. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

16. What should I do if I have a complaint about my child's SEN support?

If you require any further information in respect of our SEND provision, please contact our SENCo Miss Jade O'Connell on 0208 927 0915 or senco@stgregorys.harrow.sch.uk. Alternatively, you may contact our SEND link governor Mrs L Fleming via the school office.

Complaints from parents of children with SEND about the provision made at the school should be made following the School Complaints Procedure. This is available to read on the school website or available on request from the school.

17. What support is available for me and my family?

If you have any questions about Special Educational Needs (SEN) or are finding it difficult to cope, we encourage you to reach out to us. We are here to support you, your child, and your family in any way we can. Below are some of the local and national resources available to assist you:

Local Authority Support - To find out what support is available to you locally, you can visit the local offer pages of your local authority. The local offer provides information about the services and support available for children and young people with SEN and their families:

- Brent Local Offer: https://www.brent.gov.uk/children-young-people-and-families/send-local-offer
- SENDIAS (Special Educational Needs and Disabilities Information, Advice and Support) Services

SENDIAS services provide free, impartial information, advice, and support to parents, carers, children, and young people with SEN. You can access local SENDIAS services in your area through the following links:

- https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/send-social-care/support-for-parents/sendiass