

# St Gregory's Catholic Science College

## Special Educational Needs (SEN)

### Information Report



**Approved by:** J O'Connell (SENCO)  
M Moran (Headteacher)  
Governors

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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](http://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 be contacted at 0208 907 8828 or via [senco@stgregorys.harow.sch.uk](mailto:senco@stgregorys.harow.sch.uk)

### 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 special educational needs co-ordinator, or

Our SENCO is **Miss Jade O'Connell**. She can be contacted via [senco@stgregorys.harrow.sch.uk](mailto:senco@stgregorys.harrow.sch.uk)

### Assistant SENCO

We have two assistant SENCOs they are Miss Lehane and Miss McGee.

### 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.

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?



## 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 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 does 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.

### **Other Assessments**

To ensure we comprehensively identify the specific needs of our students, a range of specialised assessments may be conducted as needed, by internal and external providers, including:

- **CATS** – Cognitive Abilities Test
- **Lucid Lass** – Screening tool for literacy difficulties
- **Dynamo Maths Dyscalculia Screener** – Assessment for dyscalculia
- **BPVS (British Picture Vocabulary Scale)** – Measures receptive vocabulary
- **DASH (Detailed Assessment of Speed of Handwriting)** – Evaluates handwriting speed
- **WRIT (Wide Range Intelligence Test)** – Assesses cognitive abilities
- **WRAT (Wide Range Achievement Test)** – Measures reading, spelling, and math skills
- **CTOPP (Comprehensive Test of Phonological Processing)** – Assesses phonological processing skills
- **GORT V (Gray Oral Reading Test)** – Evaluates oral reading fluency and comprehension
- **TOWRE 2 (Test of Word Reading Efficiency)** – Measures reading accuracy and fluency
- **TOMAL (Test of Memory and Learning)** – Assesses memory and learning capabilities
- **GCRT (Gray Oral Reading Test)** – A secondary tool for assessing oral reading
- **TOWRE (Test of Word Reading Efficiency)** – Evaluates word reading speed and efficiency

These assessments allow us to create tailored support plans and interventions to address the specific challenges faced by each student.

## **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.

## 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 your 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 be 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 students, including those with special educational needs and disabilities (SEND). Your child's subject teacher(s) is/are responsible and accountable for the progress and development of all pupils in their class. Quality-First teaching is our first step in responding to your child's needs, ensuring that they have access to a broad and balanced curriculum throughout their time at our school.

Our support framework is based on a three-tier model (please see Whole School SEND Graduated Approach on page 11):

1. **Tier 1 Universal Support:** This level includes high-quality teaching strategies that benefit all students, such as differentiated instruction, engaging learning materials, and flexible grouping. We aim to create an inclusive classroom environment where every pupil can thrive.
2. **Tier 2 Targeted Support:** Tier 2 is a specific, 'different from and additional to' support provided for some students who need help to accelerate their progress to enable them to work at or above age-related expectations. Tier 2 interventions are often targeted at a group of children with similar needs. For pupils who require additional support, we implement targeted interventions.
3. **Tier 3 Individual Support:** For students with more complex needs, we provide individualised support tailored to their specific requirements. Tier 3 is targeted provision for a minority of high-needs students where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

***\*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.***

## Whole School SEND Graduated Approach

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 Support for complex and long-term difficulties
<p><b>Quality first teaching</b></p> <ul style="list-style-type: none"> <li>Class teachers meet the needs of learners on a day-to-day basis through high quality teaching and adaptive planning.</li> <li>The class teacher will provide differentiation of the curriculum and homework where necessary.</li> <li>Class teachers and heads of department to offer adapted curriculum, differentiated delivery and differentiated outcome.</li> <li>All children's progress and attainment is assessed and tracked throughout the year by the class teacher and Head of Department.</li> </ul> <p><b>Teaching Non-Negotiables</b></p> <ul style="list-style-type: none"> <li>Relevant retrieval – Self-explanation, Demonstrate/perform, Tell the story. Explain it, quizzes.</li> <li>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</li> <li>Effective questioning – using different techniques to check for understanding of the whole class, e.g., cold calling, mini whiteboards, pitched questioning</li> </ul>	<p><b>Group support</b></p> <ul style="list-style-type: none"> <li>Reading Buddy / Mentor / Reading programme</li> <li>Homework club</li> <li>Reading and Literacy Skills Development – LEXIA, Literacy interventions, Read Write Inc.</li> <li>Maths development and maths intervention such as Dynamo Maths and Maths Club</li> <li>1:1 and group reading (Morning reading)</li> <li>Mentor programme (6<sup>th</sup> Form and Year 7)</li> <li>Support in class</li> <li>Small group withdrawal</li> </ul> <p><b>Other support</b></p> <ul style="list-style-type: none"> <li>Targeted support to identify/establish routines and good learning habits</li> <li>Possible support during unstructured times of day</li> <li>Identify areas of key need/concern and develop appropriate learning strategies</li> <li>Links with parents / parent communication</li> <li>Identified targets for learning and behaviour</li> <li>ICT/tablet devices to support</li> </ul> <p><b>Whole School SEND Strategies</b></p> <ul style="list-style-type: none"> <li>General SEND strategies</li> <li>Specific needs strategies</li> </ul>	<p><b>Individual Student Profiles</b></p> <ul style="list-style-type: none"> <li>Pupil Learning Passport</li> <li>Pen Portraits</li> <li>Student Learning Plan (APDR)</li> </ul> <p><b>Additional individualised Support</b></p> <ul style="list-style-type: none"> <li>Individualised curriculum and pathway</li> <li>Individualised outcome with small steps</li> <li>Differentiated equipment e.g. size and shape of pencils / books with different font lines...</li> <li>Colour overlays/ Pencil grips/ Writing boards/ stud packs as required</li> </ul> <p><b>External agencies</b></p> <ul style="list-style-type: none"> <li>Involvement of Learning Support – SALT</li> <li>Involvement of Educational Psychologist</li> <li>Specialist interventions as required</li> <li>Literacy intervention – Lexia, Read Writ Inc, Reading Recovery Programme</li> <li>Specialised maths intervention - Dynamo maths</li> <li>Targeted support in school as needed e.g. differentiation timetable.</li> <li>Learning Support Pans/ Behaviour Support Plans</li> </ul>

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.

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 – High Needs Support for complex and long-term difficulties
<p><b>Quality first teaching</b></p> <ul style="list-style-type: none"> <li>• Whole school positive behaviour policy - rewards on Satchel One</li> <li>• Whole school/class rules</li> <li>• Reward systems</li> <li>• Whole school/Class Assemblies</li> <li>• Pastoral and Form Tutor relationship</li> <li>• Oracy stems are integrated into quality first teaching to promote effective speaking and listening skills.</li> </ul> <p><b>Rosenshine’s Principles</b></p> <ul style="list-style-type: none"> <li>• Relevant retrieval – Self-explanation, Demonstrate/perform, Tell the story. Explain it, quizzes.</li> <li>• 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</li> <li>• Effective questioning – using different techniques to check for understanding of the whole class, e.g., cold calling, mini whiteboards, pitched questioning</li> </ul>	<p><b>Group support</b></p> <ul style="list-style-type: none"> <li>• Pastoral time</li> <li>• Targeted support to identify/establish routines</li> <li>• Possible support during unstructured times of day</li> <li>• Identify areas of key need/concern and develop appropriate coping strategies</li> <li>• Links with parents / parent communication</li> <li>• Satchel positive behaviour</li> <li>• ICT/tablet devices to support</li> <li>• SEND Supported Services (Communication and Interaction)</li> <li>• Social Skills Group</li> <li>• Identified targets for communication and interaction</li> </ul> <p><b>Whole School SEND Strategies</b></p> <ul style="list-style-type: none"> <li>• General SEND strategies</li> <li>• Specific needs strategies</li> </ul>	<p><b>Individual Student Profiles</b></p> <ul style="list-style-type: none"> <li>• Pupil Learning Passport</li> <li>• Pen Portraits</li> <li>• Student Learning Plan (APDR)</li> </ul> <p><b>Additional individualised Support</b></p> <ul style="list-style-type: none"> <li>• Individualised curriculum</li> <li>• Individualised outcome with small steps</li> <li>• Individual support packs as required</li> <li>• Visual Aids and Cue cards as required</li> <li>• Social Skills Groups and personalised social stories</li> <li>• Communicating resources such as whiteboards, traffic light cards, and speech cards are used to support student understanding and interaction</li> </ul> <p><b>External agencies</b></p> <ul style="list-style-type: none"> <li>• Involvement of Learning Support - BOAT</li> <li>• Involvement of Educational Psychologist</li> <li>• Therapy – Art and Drama Therapy</li> <li>• School Counsellors</li> <li>• Targeted support in school as needed, e.g., social stories and time out sessions</li> <li>• Speech and Language Therapy</li> <li>• Play and Lego Therapy</li> <li>• Social Stories 1:1</li> </ul>

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.

## 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 – High Needs Support for complex and long-term difficulties
<p><b>Quality first teaching</b></p> <ul style="list-style-type: none"> <li>• Class teachers meet the needs of learners on a day-to-day basis through high quality teaching and adaptive planning.</li> <li>• Whole school positive behaviour policy - rewards on Satchel One</li> <li>• Whole school/class rules</li> <li>• Reward systems</li> <li>• Whole school/Class Assemblies</li> </ul> <p><b>Whole school prayer and mindfulness (Daily)</b></p> <ol style="list-style-type: none"> <li>1. “Form Prayer Booklet” prayer</li> <li>2. Year Group Assembly</li> <li>3. Lectio Divina</li> <li>4. Catholic Social Teaching Prayer</li> <li>5. Examination of Conscience</li> </ol> <p><b>Whole school Mental Health</b></p> <ul style="list-style-type: none"> <li>• Mental Health Strategies: Connect, Give, Notice, Learn and Be Active</li> <li>• RESPITE Clinic (Daily)</li> <li>• Mental Health trained first-aiders</li> </ul>	<p><b>Group support</b></p> <ul style="list-style-type: none"> <li>• Pastoral time</li> <li>• Targeted support to identify/establish routines</li> <li>• Social Skills Group /Girls Group</li> <li>• Mentor programme (6<sup>th</sup> Form and Year 7)</li> <li>• Support in class</li> <li>• Small group withdrawal</li> <li>• Satchel positive behaviour</li> <li>• Identified targets for learning and behaviour</li> </ul> <p><b>Other support</b></p> <ul style="list-style-type: none"> <li>• Targeted support to identify/establish routines</li> <li>• Possible support during unstructured times of day</li> <li>• Identify areas of key need/concern and develop appropriate coping strategies</li> <li>• Links with parents / parent communication</li> <li>• Identified targets for learning and behaviour</li> <li>• Satchel positive behaviour</li> </ul> <p><b>Whole School SEND Strategies</b></p> <ul style="list-style-type: none"> <li>• General SEND strategies</li> <li>• Specific needs strategies</li> </ul>	<p><b>Individual Student Profiles</b></p> <ul style="list-style-type: none"> <li>• Pupil Learning Passport</li> <li>• Pen Portraits</li> <li>• Student Learning Plan (APDR)</li> <li>• Positive Behaviour Support</li> </ul> <p><b>Additional individualised Support (as reared)</b></p> <ul style="list-style-type: none"> <li>• Individualised curriculum and pathway</li> <li>• Individualised outcome with small steps</li> <li>• Differentiated equipment e.g. size and shape of pencils / books with different font lines...</li> <li>• Colour overlays/ Pencil grips/ Writing boards</li> </ul> <p><b>External agencies</b></p> <ul style="list-style-type: none"> <li>• Involvement of Learning Support – SALT</li> <li>• Involvement of Educational</li> <li>• Targeted support in school as needed e.g. differentiation timetable.</li> <li>• Behaviour and pastoral support plans</li> <li>• ELSA – Emotional Literacy Support</li> </ul>

*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.*

## 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 – High Needs Support for complex and long-term difficulties
<p><b>Quality first teaching</b></p> <ul style="list-style-type: none"> <li>Class teachers meet the needs of learners on a day-to-day basis through high quality teaching and adaptive planning.</li> </ul> <p><b>Whole School Environment</b></p> <ul style="list-style-type: none"> <li>Training for staff</li> <li>Support staff available (when required)</li> <li>Flexible Seating Options</li> <li>Safe Spaces for rest and time outs</li> <li>School Nurse</li> </ul>	<p><b>Group support</b></p> <ul style="list-style-type: none"> <li>Buddy / Mentor</li> <li>Homework club</li> <li>Mentor programme (6<sup>th</sup> Form and Year 7)</li> <li>Small group withdrawal</li> <li>Social Thinking Groups</li> <li>Groups for students with Physical Disabilities</li> <li>In class support from TA</li> </ul> <p><b>Other support</b></p> <ul style="list-style-type: none"> <li>Flexible teaching arrangements</li> <li>Accessible ICT use (e.g. use of personal laptop in class)</li> <li>Staff aware of implications of Medical/ Physical impairment</li> <li>Seating arrangement</li> <li>Vi - Teacher to face pupil when talking</li> <li>Large-font resources</li> <li>Specific ICT/tablet devices to support</li> <li>Leave early pass / passes to allow more time to move around the school</li> </ul> <p><b>Whole School SEND Strategies</b></p> <ul style="list-style-type: none"> <li>General SEND strategies</li> <li>Specific needs strategies</li> </ul>	<p><b>Individual Student Profiles</b></p> <ul style="list-style-type: none"> <li>Pupil Learning Passport</li> <li>Pen Portraits</li> <li>Student Learning Plan (APDR)</li> </ul> <p><b>Additional individualised Support</b></p> <ul style="list-style-type: none"> <li>Individualised curriculum</li> <li>Individualised outcome with small steps</li> <li>Differentiated equipment e.g. size and shape of pencils / books with different font lines...</li> <li>Pencil grips/ Writing boards/ use of laptop</li> <li>Access to disabled facilities such as lift, ramps and disabled toilets</li> </ul> <p><b>External agencies</b></p> <ul style="list-style-type: none"> <li>Individual support during class, PE and lunchtimes</li> <li>Targeted Support as needed</li> <li>Involvement of Occupational Therapist</li> <li>Involvement of Physiotherapist</li> <li>Teacher adjustments made according to advice</li> <li>Involvement of School Nurse</li> <li>Impairment Medical Inclusion Service (PIMIS), Visual/Hearing</li> <li>Impaired Services</li> </ul>

*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.*

## Other bodies we work with to meet the needs of children and young people with SEND.

- 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, personalized 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.
  - **Homework Club:** A supportive environment where pupils can receive help with schoolwork, reducing stress and anxiety.
  - **Maths Club:** This club can help alleviate anxiety around learning by providing a safe, supportive space to improve maths skills.
- **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 **Pastoral Deputy Headteacher**, 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 Christmas term.
- 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](mailto:senco@stgregorys.harrow.sch.uk). Alternatively, you may contact our SEND link governor Mrs C Allan 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/sendias>