

St Gregory's Catholic Science College

SEND Information Report – January 2024

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 Mr Byrne, who can be contacted on 0208 907 8828.

A. Admission arrangements for pupils with SEN or disabilities

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) on the basis of 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 on the grounds that 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.

B. The Kinds of Special Educational Needs provided for at St Gregory's

At St Gregory's we 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. The provision which we provide and the assessments taken are listed in the table below.

AREAS OF NEED These are the kinds of special educational needs for which provision is made at St Gregory's.	Cognition and Learning <ul style="list-style-type: none"> • Literacy difficulties • Numeracy difficulties • Dyslexia • Dyscalculia • Weak phonological processing • Working memory difficulties • Moderate learning difficulties 	Communication and Interaction <ul style="list-style-type: none"> • Pragmatic language disorder • Receptive and Expressive language disorder • Selective mutism • Speech and Language difficulties • Low vocabulary scores • Autism • ADHD – Attention Deficit Hyperactivity Disorder • ADD – Attention Deficit Disorder 	Social, Emotional and Mental health difficulties <ul style="list-style-type: none"> • ODD – Opposition Defiant Disorder • Anxiety • Depression 	Sensory/and or Physical needs <ul style="list-style-type: none"> • Hearing impairment • Visual impairment • Development Co-ordination Disorder • Epilepsy • Diabetes • Cerebral Palsy • Physical conditions • Multi-sensory impairment
How do we assess children with SEND?	<p><u>Key Stage 3</u> Year 7 Testing of all students on entry for reading and spelling using standardised tests – Access Reading Test and Vernon Spelling Test Retesting after interventions.</p> <p>Year 8 End of Year 8 Testing for EHCP/disapplied from French students for reading and spelling using standardised tests – Access Reading Test and Vernon Retesting after interventions. Review of AP data</p> <p>Year 9 End of Year 9 Testing of all students for reading and spelling using standardised tests – Access Reading Test and Vernon Spelling Test</p> <p><u>Key Stage 4 and 5</u> Further testing for Access Arrangements in lessons. Testing if late entry to school.</p>			
Other Assessments which may be used	CATS Lucid Lass Dynamo Maths Dyscalculia screener BPVS - British Picture Vocabulary Scale DASH – Detailed Assessment of Speed Handwriting WRIT – Wide Range Intelligence Test			

	WRAT – Wide Range Achievement Test CTOPP – Comprehensive Test of Phonological Processing GORT V – Gray Oral Reading Test TOWRE 2 – Test of Word Reading Efficiency TOMAL – Test of Memory and Learning GCRT – Grey Oral Reading Test TOWRE – Test of Word Reading Efficiency			
	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
Key Stage 3	<u>As appropriate:</u> <ul style="list-style-type: none"> ○ Individual or group target setting ○ In-class support ○ Specialist teaching ○ Units of Sound intervention and assessment with progress tracking ○ Dynamo Maths intervention and assessment with progress tracking ○ Homework Club after school (Tuesday, Wednesday and Thursday) ○ ICT provision ○ Google Chromebook ○ Year 7, 8 and 9 Maths club ○ Year 7, 8 and 9 reading booster ○ Spell Zone ○ Exam concessions and special arrangements 	<u>As appropriate:</u> <ul style="list-style-type: none"> ○ Individual or group target setting ○ In-class support ○ Access to Speech & Language advice and/or programme ○ SALT referral ○ Support from BOAT ○ Specialist teaching ○ Social Thinking intervention group ○ Homework Club after school (Tuesday, Wednesday and Thursday) ○ Social stories ○ Visual Timetables ○ Autism ambassador ○ Increased visual aids ○ Use of symbols / visuals ○ Structured school & class routines ○ Modified Language ○ Google Chromebook ○ Exam concessions and special arrangements 	<u>As appropriate:</u> <ul style="list-style-type: none"> ○ Individual behaviour plan ○ Pastoral support plan ○ Form tutor support and report ○ Time-out card ○ School Counsellor ○ Learning Mentor ○ Homework Club after school (Tuesday, Wednesday and Thursday) ○ CAMHS referral and liaison with outside agencies ○ Community liaison police officer ○ Exam concessions and special arrangements ○ Opportunity to join the Mental Health Council ○ Support from school chaplain ○ Bereavement counselling with school chaplain ○ Art therapy in the art department ○ Referral to WEST or Harrow Horizons ○ Referral to CAMHS 	<u>As appropriate:</u> <ul style="list-style-type: none"> ○ Staff are aware of impairment implications and offer flexible teaching arrangements. ○ Specific physiotherapy or occupational therapy programmes may be followed. ○ Some in-class support may address health and safety or access issues. ○ OT referral ○ School Nurse ○ ICT provision and/or specialist software ○ Enlarged prints ○ Seating arrangements ○ Laptop provision ○ Specialist hearing equipment ○ Access to a quiet environment ○ Support from Visual Impairment teacher ○ Support from Hearing Impairment teacher ○ Lift / ramps / handrails ○ Exam concessions and special arrangements ○ Accessible toilets ○ Medical support

Key Stage 4	<u>As above plus:</u> <ul style="list-style-type: none"> ○ Guided options choices ○ Year 10 and 11 Maths club ○ Exam Concessions for Public exams ○ Careers advice from Connexions, plus working closely with Brent SEND team around supporting careers. ○ Revision classes after school ○ Saturday School ○ Mentoring Programme 			
Key Stage 5	<u>As appropriate:</u> <ul style="list-style-type: none"> ○ In class support ○ Study support ○ Exam Concessions for Public exams ○ Mentoring ○ Vocational Pathway ○ University Open or Taster days ○ Support with UCAS applications ○ Saturday School ○ Maths re-take support group 			
Breaking down barriers to learning	<p>A child with an EHC plan will have an Annual review and reporting cycle (in addition to the Assess, Plan, do and Review Cycle). A child who receives SEND support will have an Assess, Plan, Do and Review Cycle.</p> <p>All staff at St Gregory's have access to information regarding the children and young people on the inclusion list via the Teacher drive - they can access Pen Portraits, Review documents and Pupil Passports. As a department, we firmly believe in the mantra as the Code of Practice states "High Quality teaching, differentiated for different pupils, is the first step in responding to pupils who have or may have special educational needs or disabilities. Additional intervention and support can never compensate for a lack of good teaching", therefore informing teachers of their students' needs is vital.</p>			

C. 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 class teacher is available to discuss your child's progress or any concerns that you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- 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 can be reviewed with you at Assess, Plan, Do, Review meetings or at Annual Review
- Homework will be adjusted according to your child's needs so that they are able to access this work independently.
- Parents are informed and actively encouraged to support shared goals at home
- Access to SENDIASS (Special Educational Needs and Disability Independent Advice Support 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)

D. Consultation with children and young people with SEND

- We are a Rights Respecting school where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for issues or viewpoints to be raised.
- The school has introduced Mental Health Councils and a Mental Health Parliament which has an open forum for discussing ways in which pupils think the school can improve school life for children with mental health difficulties and the general wellbeing of the student body.

- There is an annual pupil questionnaire where we actively seek the viewpoints of children with SEND.
- All children and young people on the inclusion list are asked to fill out a Pupil Passport which allows them to tell their teachers in their own words about themselves and how best they can help them to learn.
- Children with an EHC plan will have the opportunity to express their views before any review meetings and they will be invited to attend if this does not distress them.
- The Assess, Plan, do and Review meetings are child-centred and are a discussion between the child and a member of the learning support team. The targets set and minutes of this meeting are posted home to parents termly. The SENCo is available to speak to you via the telephone or a face-to-face meeting should you want to discuss this further.
- The SENCo attends every parents evening and will request to meet the parents of every child on the inclusion list, however it is at the families' discretion whether they choose to do this.
- Throughout the academic year, all parents are given the opportunity to meet with a member of the learning support team to discuss their child's progress during the academic year.

E. Assessing and reviewing progress of children and young people with SEND

- Progress is continually monitored by his/her class teacher. Heads of Department, Heads of Year and the SENCo also monitor progress.
- His/her progress is reviewed formally every term and current attainment is reported for each subject.
- Pupils' attainment is tracked using the whole school tracking system and those failing to make expected progress are quickly identified. These pupils are discussed at departmental meetings and if appropriate, their progress will be discussed with other Heads of department, the parents and/or the child themselves.
- Children and young people on SEND school support will have a Pen Portrait which will be reviewed with your involvement, if you so wish, on an annual basis.

- Children and young people who have an EHC plan will be formally reviewed at an annual review with parents and adults involved in the child or young person's education.
- Where progress is not being made, additional support and further differentiated teaching will be provided. If a special educational need is identified as a cause of the lack of progress, parents are informed and their partnership sought. Action then relating to SEND support will follow the assess, plan, do and review cycle.

F. Transition Phases

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.

- **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.
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- **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.

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.

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

- The school employs a full-time SENCO who has achieved the National Professional Qualification for Senior Leaders (NPQSL) and has already completed a Masters in teaching English. She will be working toward completing the new NPQ for SENCOs in September 2024 when the government's new qualification is released.
- The SENCo's role is to support the class teacher in planning for children and young people with SEND.
- Pupils with SEND are given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs, e.g. appropriate seating, acoustic conditioning and lighting; and access to specialist aids and equipment.
- All staff have access to Pen Portraits, Pupil Passports and Review documents which give them clear guidance on each child or young person on the SEND list, this includes guidance on how to best meet their needs in the classroom.
- Specially trained support staff can adapt or modify the teachers' planning to support the needs of your child where necessary.
- Individual members of staff in the SEND team have had the following training and specialise in: Speech and Language therapy, Autism, Hearing Impairment, Visual Impairment and Moving and Handling

- The SEND department implements alternative therapies, including: Reading booster, Spellzone, Maths Club, Homework Club, Social Thinking, Girls Group, and 1-1 Math teaching.
- The SEND department currently employs a SENCo and eight learning support assistants. We also use SEND funding to employ a part time speech and language therapist, a part time school counsellor, a private educational psychologist and learning mentor.
- Specific resources and strategies will be used to support all children and young people with SEND to ensure they make maximum progress.
- The school has a training plan for all staff to improve the teaching and learning of all children and young people, including those with SEND. This includes whole school training on SEND issues.
- Whole teaching staff INSET takes place once a half term. Once a year a Teaching and Learning session focuses on SEND and resources are distributed by the SENCo.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Learning walks are carried out for each year group, each year. Observers will look specifically at the use of differentiation and the way teachers adapt their lessons to each learner. A report is written by the Teaching and Learning lead Ms Woulfe (Assistant Headteacher) and sent to all staff advising on good practice and areas for development.
- At senior leader level, information regarding teachers use of differentiation is recorded using a data input tool and is monitored.
- Key Stage 3 Academic Progress data is analysed by the data lead Mr Hogan (Associate Deputy Headteacher) three times a year and at Key Stage 4 and 5 three times a year. Data is compared between the progress of children and young people with SEND to those who do not have SEND, this enables teachers to plan effectively and monitor these learners carefully.
- The building is accessible to children with physical disability via ramps. Parts of the ground floor, second floor and third floors are

accessible via a lift in the Sixth form block. The school also has disabled toilet facilities and a disabled parking bay.

H. Evaluating the success of provision made for children and young people with SEND.

- 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.**

I. How Children and young people with SEND engage in learning inside and outside the classroom, including school trips (please also see section G)

- All children and young people are included in all parts of the school curriculum and we aim for all children to be included on school trips. St Gregory's will endeavour to provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure health and safety is not compromised. In the unlikely event that it is considered unsafe for a child or young person to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided.
- After school and extra-curricular provisions are available to all children including those with SEND.

J. Support for improving emotional and social development (please also see section B).

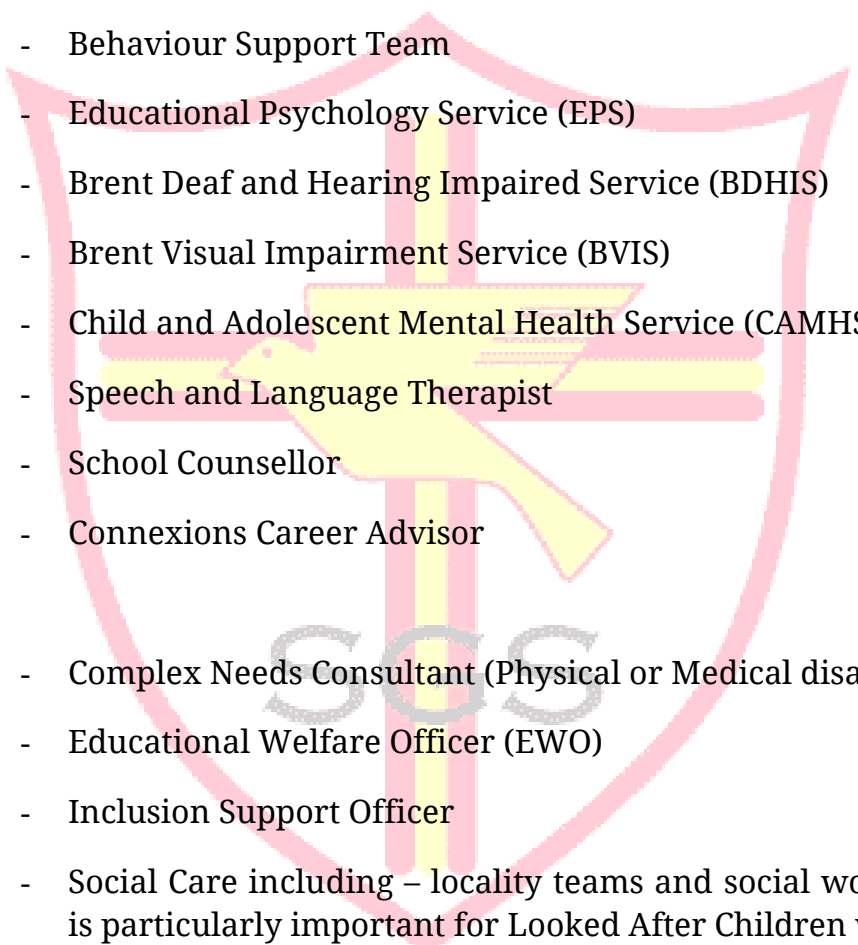
- The class/form teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore, this is a parents' first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or specialist educational services.
- If a child has persistent difficulties, a Pastoral Support Plan (PSP) is written with the child and parents to identify the specific issues, put relevant support in place and set targets. As a result of the support we give, our rate of suspensions and permanent exclusions are very low.
- Attendance of every child is monitored on a daily basis by the admin department. Lateness and absence are recorded and reported upon to the Pastoral Deputy head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.
- The school employs a SENCo, Learning Assistants, a Learning Mentor, Family Liaison Officer, Attendance Officer and Chaplain. We also commission a school counsellor through the Brent Centre for Young People.
- The school has introduced pupil-led groups for each year group known as the Mental Health Councils; two representatives from each year group will then make up the Mental Health Parliament. All students have an opportunity to be part of this and have their views heard.

N/B - Bullying

- Bullying does not come under social and emotional health in this context but is often something that parents of children with special educational needs are worried about. Bullying of any pupil, including pupils with SEND (in or outside of school) will not be tolerated at St Gregory's Catholic Science College. Where bullying is discovered, it is always dealt with immediately. In serious or subsequent cases, the bully's family will be invited to come to school so that an agreement can be reached on future behaviour.

In extreme and / or repeated incidents, a bully may be excluded for a fixed term or permanently. Parents who believe that their child is being bullied should immediately contact the relevant Form Tutor, Head of Year and / or SENCo. If these staff are not available or they have been unable to allay or resolve the parent concerns, the Pastoral Deputy Headteacher should be contacted.

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

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- 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

L. Further Information and Complaints

If you require any further information in respect of our SEND provision, please contact our SENCo Mr Byrne on 0208 907 8828. 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 in accordance with the School Complaints Procedure. This is available to read on the school website or available on request from the school.

M. Provision made during the Covid-19 lockdown period (January – March 2021)

- When the second national lockdown came into force in January 2021 St Gregory's remained open for students with EHC plans and other identified SEND students.
- Individual risk assessments were completed for children with EHC plans in liaison with the child's local authority and parent.
- Children who attended school received support that was in line with their EHC plan.
- Pupils continued to attend their full timetabled lessons using the Google Classroom platform.
- Being in school had a positive impact on pupils' mental health and wellbeing because they did not feel isolated at home and had opportunities to mix with their peers and garner support from trusted adults.
- Provision within the child's EHC plan was adjusted to virtual support if the child remained at home and LSAs continued to support children virtually. This meant that there was consistent engagement with families to ensure that work was being completed, the child's wellbeing remained good and that all was well at home.

- Mental health resources, mental health services and emergency contact numbers were posted on to the school website and emailed home to parents.
- The contact details of the SENCo were sent home to parents as a reminder that she was still working at school and could be contacted at any time for support.

