

St Gregory's Catholic Science College

Special Educational Needs (SEN) Policy



Revised in line with the January 2015 Code of Practice

Reviewed by: J O'Connell
Date: November 2024
Review Date: Annually

Due regard has been given to the Equality Act 2010

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Legislation and Guidance

This policy is grounded in key statutory requirements outlined by the **Special Educational Needs and Disability (SEND) Code of Practice** and underpinned by several pieces of legislation:

1. **Children and Families Act 2014 (Part 3)**: This section mandates schools' responsibilities for supporting students with SEND, outlining the framework and obligations for educational institutions.
2. **Special Educational Needs and Disability Regulations 2014**: This regulation specifies the roles and responsibilities of local authorities and schools, particularly regarding *Education, Health and Care (EHC) plans*, SEN coordinators (SENCOs), and the publication of the *SEN Information Report*, which details the support available for students with SEND.
3. **Equality Act 2010 (Section 20)**: This act requires schools to make *reasonable adjustments* to ensure students with disabilities have equitable access to education and school activities. It aims to prevent discriminatory practices and promote inclusion within the educational environment.
4. **Public Sector Equality Duty (Section 149 of the Equality Act 2010)**: Under this duty, schools are responsible for eliminating discrimination, harassment, and victimisation. Schools must also work to advance equality of opportunity and foster good relations between those who have protected characteristics, including disabilities, and those who do not.

This policy framework ensures that students with SEND receive fair and appropriate support, reflecting an inclusive approach within the school community.

Mission Statement

'Pro-Deo - For God the Best and Greatest'

We are:

- Called to be and do our very best in all things, for the greater glory of God.
- Rooted in Faith, Hope & Love.
- Learning to Love, Listen & Live.
- Growing in Wisdom & Knowledge.
- Growing in Commitment & Perseverance.
- Becoming Understanding & Forgiving.
- Becoming Caring & Compassionate.
- Called to listen and respond to God's word.
- Called to be holy.
- Called to build our lives on the truth.

Everyone in our School is made in the image and likeness of God.

"Be who God meant you to be and you will set the world on fire." – St. Catherine of Siena

1. Aims and objectives 'Every Teacher is a Teacher of SEND'.

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievements.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

Objectives

Working closely with primary schools in order to achieve a smooth transition. This is achieved in the following ways:

- In April of each academic year, a letter is sent to all primary schools, requesting information about students on the Inclusion Register.
- The SENCo attends Year 6 Annual Reviews where possible, meeting students with EHC plans and their parents. The SENCo also meets with SEND students without EHC plans, as advised by the primary school.
- The SENCo also meets with high-needs SEND students without EHC plans, as advised by the primary school.
- Students with an EHC plan and high-need SEN students spend an additional morning at St. Gregory's with the SEN team and LSAs, allowing them extra time to familiarise themselves with the school environment and support staff.
- Students with an EHC plan and high-need SEN students are invited to a summer transition day during the summer term to help them become familiar with the school environment and SEND staff.

Staff members aim to identify and assess the needs of pupils with SEND as early as possible. All Year 7 students participate in CATs 4 assessments, and the results are analysed to inform the following strategies:

- Students in the bottom 10% of CATs 4 results are extracted for further testing to assess literacy and math difficulties, such as dyslexia and dyscalculia.
- All students are tested for reading ages by the Literacy Lead. Based on the results, students are placed into one of three intensive pathways: urgent intervention, intervention, or on watch for support.
- These are closely monitored by the SENCO and Literacy Lead; if there are further causes for concern, we then refer the student to the school's educational psychologist if they have not been assessed before.
- Students with a reading age between 10 and 11 are monitored Head of English and Literacy lead who continue to monitor their reading.
- All students with reading ages below 11 are re-tested and if their reading has not improved, they will continue with further intervention.
- Where teachers have concerns that a student may be presenting with dyslexia they are referred to the SEND department for a dyslexia screening. Once the results of this

assessment have been collated the SENCo, in collaboration with parents, will make a decision about the next steps.

- Students who scored in the bottom 10% of the quantitative area of CATs 4 are assessed using a programme called Dynamo Maths.
- All students in the bottom 10% of CATs 4 undergo a rigorous assessment during year 7, if they have not already been identified by their primary school.
- For specific communication and interaction needs as well as Social, Emotional, and Mental Health (SEMH) challenges, staff identify early by observations, communication with parents, and collaboration with the SENCO, staff aim to detect potential barriers to learning and communicating as soon as possible, whether they relate to difficulties in social interaction, language skills, emotional regulation, or mental health concerns.
- New students, who arrive mid-term, undergo a screening programme on entry. If a difficulty is identified, suitable provision is discussed or they may require further assessment.
- Where needs have not been previously identified staff will consult with the SENCo.

The school monitors the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Academic Progress identifies students who are under performing. The SEND department discuss relevant year groups at each Academic Progress point; the SENCo reviews the APs of those on the inclusion list to identify any areas of no progress. These findings are discussed at departmental meetings and areas of need are identified

The school makes appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

The school works with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

The school works with and in support of outside agencies when the pupils' needs cannot be met by the school alone. St Gregory's Catholic Science College receives further support from the Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), BOAT (Brent Outreach Autism Team), Occupational Therapy, Brent Physiotherapy, Teacher for the hearing impaired, Teacher for the visually impaired and the school counsellor.

The school creates an environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by

encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals. The form tutor plays a very important role at St Gregory's Catholic Science College and helps to build a sense of belonging, respect and value.

2. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is MMoran.

The person co-ordinating the day to day provision of education for pupils with SEND is Ms J O'Connell (SENCo).

3. Arrangements for coordinating SEND provision

The SENCo will hold details of all SEND Support records such as the inclusion register, provision maps, Pen Portraits, Review documents and Pupil passports. All student files are securely stored in locked cupboards in a designated area or kept in password-protected digital files.

All staff can access the following documents on the T drive:

- The St Gregory's SEND Policy. (*)
- The Safeguarding and Child Protection Policy. (*)
- A copy of the full inclusion list.
- A copy of the exam concessions list.
- Guidance on identification of SEND in the Code of Practice.
- Pen Portraits/Student Profiles
- Review documents
- Pupil passports
- Information about types of special educational needs and disabilities.
- The school Accessibility Plan. (*)

By accessing the above, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

*Can be viewed on the school website or is available on request from the school.

4. Admission arrangements

The school adheres to the Special Educational Needs and Disability Code of Practice: 0 to 25 years, 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 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:

(a) it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or

(b) the attendance of the child or young person would be incompatible with the efficient education of others or the efficient use of resources.

5. Specialist SEND provision

St Gregory's Catholic Science College is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes, to aid inclusion see **Section 10**.

In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

6. Facilities for students with SEND

The site building regulations comply with all relevant accessibility requirements. The building provides wheelchair access, disabled toilets and a lift. Two classrooms allocated near the SEND offices form the Learning Support base for students with SEND. There is also a classroom on the ground floor of the building which the department uses for carrying out interventions after school.

7. Allocation of resources for students with SEND

It is the responsibility of the senior leadership team, SENCo and governors to agree how the allocation of resources is used based on the needs of the student. A number of SEND students may also receive intervention funded by the Pupil Premium allocation depending on the nature of the programme(s) offered.

8. Identification of students needs

Identification:

See definition of **SEND** at start of this policy.

A graduated approach: 'Every Teacher is a Teacher of SEND'.

Quality First Teaching: 'The baseline of learning for *all* students'.

1. All names of children who have SEND are held on a central 'Inclusion List'.
Within this there are four categories:
 - Children and young people with an Educational, Health and Care Plan (E), a legal document that describes a child or young person's special educational, health and social care needs. It explains the additional provision that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.
 - Children and young people on SEND support (K+) include those with a professional diagnosis requiring regular intervention, students with special exam arrangements, LSA support, and/or access to external professionals. This category encompasses high-need SEND students with complex needs, often having a formal diagnosis or multiple diagnoses.
 - Children and young people on SEND support (K) include those who have SEN needs and require some interventions. This category encompasses students who have access to special exam arrangements, LSA support, and/or external professionals, but they are making good progress and are monitored at each AP.
 - Children and young people on Be Aware (BA) are tracked and monitored. This includes students who are showing early signs of needing support but are not formally identified as having SEND, as well as those with slight needs that teachers should be aware of, but who do not require intervention or SEND support, but they are making good progress and are monitored at each AP.
2. Once a student has been identified as *possibly* having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be added to the Be Aware list and monitored.
3. The subject teacher will take steps to provide adapted learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCo will be consulted as needed for support and advice and may wish to observe the student in class.
5. Through the above actions it can be determined which level of provision the student will need.
6. If a student has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.

8. The student is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's inclusion list. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.

9. Student progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEND Support:

Where it is determined that a student does require SEND support, parents will be formally advised of this before inclusion of the individual on the School Inclusion Register. The aim of formally identifying a student with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve excellent progress and outcomes.

The large volume of students on the Inclusion list means that the department does not have the capacity to physically meet with all families of children on this list termly. Rather, the Assess, Plan, Do and Review cycle is child-centred. The assessment and planning is completed with the child and a member of the learning support team every term. Should the families of the child wish to discuss this further upon receiving the documentation, the SENCo or a member of the SEND team arranges for a telephone consultation to be held. All discussion is documented and a final copy sent home for parents to see.

At the end of the academic year, we offer all families of children on the inclusion list the opportunity to meet with a member of the learning support department to discuss their progress, if needed.

Assess

In identifying a child as needing SEND support, the subject teacher working with the SENCo should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment and comparisons with peers and national data. The opinion and feelings of the individual and

advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a student with SEND support, parents will be informed in writing. Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with LSA's and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviewing students' progress will be carried out at each Academic Performance. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and, in light of students' progress and development, make any necessary amendments in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan (EHC Plan):

If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The decision to make a referral for an EHC Plan will be taken at a progress review involving parents, the SENCo and the Head of Year.

The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

a) Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved in developing and producing the plan.

b) Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c) Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The **Annual Personal Review** enables provision for the student to be evaluated and where appropriate, for changes to be put in place.

9. Access to the curriculum, information and associated services

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary and as far as possible, taking into account the wishes of parents and the needs of the individual.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and from external agencies (**this covers the Code of Practice, Autism training, Speech and Language and Visual and Hearing Impaired**). Staff members are encouraged to attend twilight and inset training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Pupils with SEND: The SENCo and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEND.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group interventions are available where it is felt that students would benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best and celebrating achievements at all levels.

10. Inclusion of pupils with SEND

- The Headteacher Mrs M Moran is responsible for Inclusion and for ensuring that it is implemented effectively throughout the school.
- The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.
- The school will seek advice where appropriate around individual students from external support services.

11. Evaluating the success of provision

- 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.**

12. Complaints procedure

- Please refer to the School's Complaints Procedure (which can be viewed on the school website or is available on request from the school)
- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo and designated Senior Leadership Line Manager who will be able to offer advice on formal procedures for complaint if necessary.

13. In service training (CPD)

- We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.
- St Gregory's Catholic Science College seeks the support of external SEND specialists when a need for specialist training is identified. The SEND department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.
- The SENCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. All LSA's are offered training opportunities through a range of local agencies working with specific students at the academy.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that pupils would benefit from this.
- We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a

student. This will then be brought to the attention of the SENCo who will then inform the child's parents.

15. Working in partnerships with parents

St Gregory's Catholic Science College believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also refer parents of pupils with SEND to the local authority, Information Advice and Support Services where specific advice, guidance and support may be required (SENDIASS). They can be contacted on: 0208 937 3434. <https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/sendsocial-care/support-for-parents/sendias>

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. **The school's SEND link (Mrs C Allen) governor may be contacted at the school in relation to SEND matters.**

16. Links with SENCO's in the MAT

The SENCo works in partnership with the Inclusion Directors in the All Saints Trust. This enables the MAT to build trust wide initiatives; build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Where a student has a EHC plan, there is a legal requirement to provide a transition annual review at the point of Year 9, Year 11 and Year 13. This review may take the form of a Person Centred Review or Formal Review. This is decided upon by the SENCo in consultation with external agencies. Transition Plans are drawn up in accordance with parental, pupil and staff views.

17. Links with other agencies and voluntary organisations

St Gregory's Catholic Science College invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENCo is the designated person responsible for liaising with the following:

- Brent SEND department
- Brent Educational Psychology Service
- Speech and Language Therapy Services
- Brent SEND consultants
- Brent Outreach Autism Team
- School Counsellor

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

