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: October 2026
Review Date: Annually

Due regard has been given to the Equality Act 2010

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

1. Introduction

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.

2. Mission Statement

At St. Gregory's, our mission statement is:

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

Our Catholic ethos underpins our commitment to inclusion and to ensuring that every pupil, including those with special educational needs and/or disabilities (SEND), is valued, supported and enabled to flourish.

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

At the heart of our approach to SEND is the belief that everyone in our school is made in the image and likeness of God. We recognise the unique gifts, strengths and needs of every pupil and are committed to removing barriers to learning, promoting inclusion and providing appropriate support so that all pupils can participate fully in school life and achieve their potential.

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

Aims and objectives

'Every Teacher is a Teacher of SEND'

This reflects the SEND Code of Practice: 0 to 25 years (2015), which states: "Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."

(SEND Code of Practice: 0 to 25 years, 2015, paragraph 6.36)

At St Gregory's, responsibility for supporting students with SEND is therefore a whole-school responsibility. High-quality teaching which is adapted to meet individual needs, is the first step in responding to students who have or may have 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.

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- 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 and collaborative atmosphere for SEND families.
- Maintain high expectations for all students with SEND, supporting them to achieve their full potential.

Objectives

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

- In Summer Term 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 high-needs SEND students without EHC plans, as advised by the primary school.
- Students with an EHC plan and high-need SEN students are invited to a Supported Transition day during the summer term to help them become familiar with the school environment and SEND staff.

3. Early Identification

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 screeners (Dynamo Maths).
- All students are tested within our whole school literacy programme for reading abilities by the Literacy Lead. Based on the results, students are placed into one of three provision pathways: urgent intervention, intervention, or on watch for support.
- All students on literacy intervention pathway are monitored and re-tested at the end of the intervention, they are either taken off intervention or moved to a different stage.

- 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 or for further testing.

- 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 and Head of Year 7.

- The pastoral team aim to detect potential barriers to SEMH and communicating as soon as possible, whether they relate to difficulties in social interaction, language skills, emotional regulation, or mental health concerns and referred to appropriate pathways for support.

- 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. If teachers have concerns that a student may be presenting with additional needs they are referred to the SEND department. The SENCo, in collaboration with parents and staff, will decide on the next steps.

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.

4. Responsibility for the coordination of SEND provision

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

The Senior Leader responsible for SEND is BFinnegan.

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

5. 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 Student Profiles. 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 school's shared drive:

- The St Gregory's SEND Policy. (*)
- The Safeguarding and Child Protection Policy. (*)
- A copy of the full inclusion register and SEND register.
- A copy of the exam concessions list.
- Guidance on identification of SEND in the Code of Practice.
- Pen Portraits/Student Profiles
- Review documents/APDRs
- 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 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.

6. 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.

* Please read and refer to the School Admission Policy for full details.

7. 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.

8. 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 computer room on the ground floor which the department uses for carrying out interventions after school and for the study club.

For students with visual impairments (VI) and hearing impairments (HI) / Deaf students, facilities and adjustments are made on a case-by-case basis, following the specialist advice of the Local Authority VI and HI teams. These needs typically do not require structural or building changes, but may include personalised equipment, environmental modifications, or specialist technology as recommended by external professionals.

9. 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.

10. A Graduated Approach to Learning

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'.

Identification of students needs

1. The Special Educational Needs and Disabilities (SEND) register is maintained on the school shared drive. Students receiving support additional to, and different from, the normal differentiated curriculum are recorded on the school's SIMS SEND Register as well as the Inclusion Register, Access Arrangements and Medical Register.

Where it is determined that a student does require 'additional and different to' support and provision, 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.

Students are identified on SIMS with the following codes:

N – Students who have previously been identified as having SEND. These students are often students who were identified as having SEND in their primary school. This information is useful for monitoring purposes.

K – those with a diagnosis and receiving SEND Support.

E – Education, Health and Care Plan (EHCP).

BA – Be Aware + Monitoring.

The SEND + Inclusion register on the staff shared Drive has additional information and is updated regularly by the Special Educational Needs and Disabilities Coordinator (SENDCo) and/or Special Educational Needs and Disabilities Administrator.

This details all of the students Special Educational Needs and/or Disabilities (SEND).

Other students are recorded as BA (Be Aware). This indicates that they may have had a special educational need or are generally low level in terms of their ability and require monitoring by the teachers and the SENDCo. It may also indicate students who having previously been identified as having SEND, often in their primary setting. As well as students with medical needs.

All staff can access to SIMS information about current levels of attainment and relevant codes for SEND.

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 a student is identified as having a Special Educational Need and/or Disability (SEND), action should be taken to remove the barriers to learning. This support should take a four part cycle. This is known as the 'graduated approach'.

Assess	Plan	Do	Review
The class/subject teacher and SENDCo work together to carry out a clear analysis of the student's needs, attainment, progress and any barriers to learning. This draws on assessments, teacher observations, Academic Performance data, previous progress and attainment, and comparison with peers and national expectations. The views of the student and parents/carers are considered alongside school information. Where appropriate, advice from external professionals will also inform the assessment. Assessment is reviewed regularly to ensure that needs and barriers are accurately identified and that support remains appropriate.	Where SEND Support is required, parents/carers are informed and are given the opportunity to contribute to the planning and review of provision. The teacher, SENDCo and student work together to identify appropriate support and intended outcomes. Appropriate reasonable adjustments, interventions, teaching strategies, support and intended outcomes are identified, together with a clear timescale for review. All staff working with the student are made aware of their needs, agreed strategies and the outcomes being sought. Where appropriate, parents/carers may also support agreed targets at home.	The class/subject teacher remains responsible for the student's learning, progress and day-to-day provision, including where interventions or additional support are delivered by an LSA or another member of staff. Teachers implement agreed strategies, reasonable adjustments and adaptations through high-quality inclusive teaching. They work closely with LSAs, the SENDCo and relevant specialist staff to ensure interventions complement classroom teaching and are responsive to the student's needs.	The effectiveness of SEND Support is reviewed regularly, including through Academic Performance points and the school's termly Assess, Plan, Do, Review cycle. Progress, attainment, teacher feedback, intervention outcomes and the views of the student and parents/carers are considered. The SENDCo and teaching staff use this information to determine whether provision should be continued, adapted, increased or reduced according to the student's progress and level of need. The outcomes of the review inform the next cycle of Assess, Plan, Do and Review.

Once students on SEND support have been assessed and their needs identified, they are recorded within two support pathways:

Targeted SEN Support – Ordinarily Available Provision + Additional Adaptations

Children and young people that have identified additional needs that can be met primarily through ordinarily available whole-school and classroom provision, alongside appropriate reasonable adjustments and adaptations.

Students are monitored through Academic Performance (AP) data. Where there is a drop in progress or attainment, additional support is identified and implemented through class teachers, Heads of Department (HODs) and Heads of Year (HOYs), with SEND support and advice provided where appropriate.

Some students may have exam access arrangements or receive occasional adaptations; however, they are making good progress with the provision already in place.

These students generally make progress through Wave 1 provision, with some Wave 2 support where required.

Specialist and Targeted Plus SEN Support – Specialist SEN Support

Children and young people that have identified SEND needs that require regular, targeted and/or specialist provision in addition to ordinarily available classroom support. This may include regular interventions, LSA support, specialist exam access arrangements and/or involvement from external professionals.

This category includes students with higher or more complex levels of need, which may include a formal diagnosis or multiple identified needs. These students may require Wave 1, Wave 2 and Wave 3 provision, with their needs and progress regularly reviewed through the individual Assess, Plan, Do, Review (APDR) process *(for details on Wave 1, Wave 2 and Wave 3 provision, please refer to SEND information report).*

The Graduated Approach

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.

Due to the number of students on the Inclusion Register, the SEND Department is unable to meet with every family termly. The APDR cycle is child-centred, with students reviewing their progress, needs and support with a member of the SEND Team each term. Parents/carers receive the documentation and can request a meeting with the SENDCo or SEND Team to discuss the plan further. Any additional views or agreed actions are recorded and shared with families.

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.

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, External agenecis, Social Care and 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 effective SEND teaching are provided both in school and through external agencies. This includes training on the Code of Practice, Autism, Speech and Language, and supporting students with Visual and Hearing Impairments. All staff will attend twilight and INSET training sessions, as this forms a compulsory part of ongoing professional development.

In addition, Teacher Conferences are held throughout the year—either student-focused or needs-focused—to further strengthen staff understanding and ensure consistent and effective support for students with SEND.

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

● The school regularly evaluates the effectiveness of its SEND provision to ensure that students with SEND make progress and receive appropriate support. Feedback from students, parents/carers and staff is gathered throughout the academic year through a range of methods, including questionnaires, consultations, parent evenings and ongoing communication.

● Student progress and the effectiveness of provision are reviewed regularly through the Assess, Plan, Do, Review (APDR) cycle. This considers progress, attainment, intervention outcomes, teacher feedback and the views of the student and, where appropriate, parents/carers. Provision may be continued, adapted, increased or reduced in response to the student's progress and level of need.

● The SEND Department operates an open-door approach to communication. Parents/carers can contact the SENDCo or SEND Team throughout the academic year to discuss their child's needs, progress or provision. While it is not possible to hold a termly face-to-face meeting with every family, parents/carers receive relevant APDR information and are given opportunities to contribute their views and request further discussion where required.

● The SENDCo, in consultation with the Headteacher and other relevant stakeholders, evaluates the overall effectiveness of SEND provision. Evidence may include student progress and outcomes, APDR

reviews, intervention data, student and parent/carer feedback, staff feedback and information gathered through consultation and parent evenings.

● The school publishes information about the implementation of its SEND policy through its SEND Information Report**,** which is reviewed and updated annually in accordance with statutory requirements. 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 the first instance, the SEND Department actively encourages parents/carers to contact the Form Tutor and Head of Year if they have any concerns regarding their son/ daughter's progress. The Form Tutor and Head of Year will then gather relevant information from teaching staff and monitor progress.

The SENDCo and Head of Year may conduct further tests or may refer a student for outside professional support, with consent from the parent/carer. Parents and carers will be fully informed of any additional intervention programmes in place for their son or daughter.

Parents of students with SEND support or EHCPs have the opportunity to meet with the SENDCo at Parent Evenings.

Other meetings may occur with the SENDCo and teaching staff as and when necessary.

Parents of students with EHCPs attend Annual Reviews with the SENDCo and professionals supporting their child. If a parent is unable to attend the annual review, a mutually convenient time is arranged.

If the parent is still unable to attend, the parent's views are gathered prior to the annual review. Students with an EHCP are invited to their annual review. If they do not want to attend, their views are gathered prior to their annual review.

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/sendiass

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 (Ms L Fleming) 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.

17. Supporting Transition

All documentation about Special Educational Needs and Disabilities included in a student's record is transferred between schools. Feeder primary schools are contacted and visited within the summer term prior to transfer between Key Stage 2 and 3. The SENDCo attends the Year 6 Annual Reviews of students with an Education Health and Care Plan and is fully involved in the Support Transition programme aimed at targeted Year 6 students who may need extra support with the transition process.

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.

Records of students who leave at the end of Year 11 are kept and stored in school and relevant documentation is forwarded to Post-16 placements at request.

18. 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
- Brent and Harrow Visual and Hearing-Impaired Services
- CAMHS
- Inclusion Team

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.

19. Linked Policies / Documents

- SEND Policy
- SEND Information Report
- Behaviour for Learning Policy
- Admissions Policy