

SEND Information Report

2018 / 2019

At St Gregory the Great School, we recognise that Children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential. We recognise that children are individuals, that each one has needs special to him or her.

We aim to:

- Ensure that our curriculum is responsive to all children whatever their individual need.
- Promote positive attitudes and individual confidence, ensuring all children experience success.
- Identify, assess, record and regularly review pupils' special educational needs.
- Encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- Make effective use of support services.

The Oxfordshire County Council Local Offer for Children with SEN and Disabilities can be found at <https://www.oxfordshire.gov.uk/cms/taxonomy/term/278>

Information and Guidance / Points of Contact.

Who should I contact to discuss the concerns or needs of my child?

Miss Louise Newell is committed to working in partnership with parents and will listen to any concerns parents may wish to raise. Please contact the school on 01865 749933 to arrange a meeting.

- Form Tutor: Your child's form tutor is your first point of contact. They monitor the progress of each child and liaise with key staff about any interventions needed.
- Head of Year: Your child's head of year deals with concerns that cannot be dealt with by the form tutor.
- SENCo: Miss L Newell.
- Pastoral Managers: Ms D Jewell, Mrs S Mold, Mrs L Murphy, Ms F Kiran.
- Acting Deputy Headteacher: Mrs H Pallier
- Headteacher: Mr S Tucker
- SEN Governor: Ms S Butterworth.

Assessment, Planning and Review/Partnerships for Progress.

How does the school know how well my child is doing?

Staff at St Gregory the Great follow a dedicated assessment calendar, which ensures there are regular points throughout the year where staff report data regarding student progress. These are reviewed by the Heads of Department and the class teacher. Where a child is making below expected rates of progress appropriate interventions will be discussed and put in place.

As part of the graduated approach for Special Educational Needs, each student with SEND and their families will be invited to attend three termly reviews throughout the course of the year. If your child has an EHCP, an annual review will be called to review the targets as set out in the EHCP for your child to achieve throughout the course of the academic year.

How will I be kept informed about how well my child is doing?

At termly review meetings. This is the opportunity for students to set desired outcomes that they wish to work towards achieving over the course of the year. These outcomes are then broken down into smaller targets for students to work towards over the next term.

In addition, throughout the course of an academic year, parents can expect to receive three progress reports to show how their child is performing at school, as well as being invited to parents evening, where you have the opportunity to meet with your child's subject teacher and discuss their progress in detail.

How regularly will I be updated on my child's progress?

Parents will be invited to attend termly reviews at the following points throughout the year:

- September – December
- January – April
- April - July

In addition to the termly reviews if your child has an EHCP you will be invited to an annual review within a timeframe based upon the anniversary of the plan being issued.

Will I know if my child is not making progress and what will happen?

In the case of a student with SEND not making expected rates of progress, teachers are encouraged, as part of their high quality teaching practice, to implement classroom

interventions, this may be in the form of small group teaching with a TA or providing students with specific homework to focus on the students' area of weakness.

In the event that classroom intervention does not help the student to make progress as expected, the class teacher will discuss with the SENCo the presenting difficulties. The SENCo will then decide on the best strategy to put in place. This could be in the form of intervention in our inclusion base "The Bridge" or it could be a referral to an external service such as Communication and Interaction or the Educational Psychologist. If a student continues to experience difficulties, the SENCo may discuss with parents the option of applying to an Educational Health Care Plan Assessment.

Curriculum and Teaching Methods (including groupings / interventions)

What is the curriculum and how is it taught?

At St Gregory the Great School, students are taught within the mainstream environment. Students will study a broad and balanced curriculum and are encouraged to develop their knowledge and skills within each subject area.

How will the curriculum be adapted to meet the needs of my child?

Class teachers are overall responsible for the learning of all children in their classes and they ensure students receive high quality teaching first hand. Teachers take into account the different learning styles of students and use these to ensure they meet the needs of all pupils. Teachers are skilled at adapting and differentiating the curriculum to take account of all students' individual needs.

Where a student's needs prevent the child from accessing the curriculum fully in the mainstream environment, a personalised curriculum of interventions can be put in place for students in The Bridge. These interventions may range from specific measures such as Cracking Comprehension or a life skills programme to supported study with the assistance of a dedicated teaching assistant.

Is there any additional support available to help my child reach his / her expected outcomes?

A range of intervention programmes such as literacy, numeracy, social and emotional, and life skills are available to support individuals and groups of students, delivered by trained dedicated staff. The use of intervention compliments the Quality First Teaching that all pupils receive.

The effectiveness of interventions is monitored and reviewed by assessing the impact that they have had and intervention programmes are continually under review.

Advice from specialist agencies such as Special Education Needs Support Service, Educational Psychology, Speech, Language and Communication Service and health services such as Speech and Language Therapy, Occupational Therapy and CAMHS may also be sought.

Access to Learning and the Curriculum.

Are there any special features or strategies to help children learn?

Pupils at St Gregory the Great School are actively involved in their learning and are encouraged to feed into the subject areas being taught. Students are aware of their targets and the steps that they need to take to achieve these. They receive feedback from class teachers on the progress they are making towards their targets. Pupils are encouraged to have discussions with the teachers and self-assess their own work to make judgements on their own progress in lessons.

How do I know that my child's particular need will be met?

Lessons are differentiated to meet the needs of all students within the classroom. Class teachers use strategies such as learning displays on classroom boards and learning mats, which provide key vocabulary for particular topics or information around the skills being developed.

External agencies can provide advice and may offer individual or group intervention depending on the pupil's individual need. The school's physical environment is accessible to all learners, including those with disabilities.

Reasonable adjustments are made to help pupils learn and achieve. For example, some students may use specialist equipment such as sound amplification systems and other pupils may be provided with writing slopes.

Tests and Assessments: Access Arrangements

What arrangements are available for pupils to access test and assessments?

Data provided to us upon transition from primary school is used to indicate students who may require access arrangements for tests and assessments. Students who will potentially require access arrangements are enrolled into the exams access database with the access

arrangement that they will require. Class teachers then use this arrangement as the students' normal way of working throughout their time at St Gregory the Great.

Using our access arrangement referral protocol as laid out in our exams access policy, class teachers can refer other students who they feel may require reasonable adjustments in tests and assessments. These pupils will then be added to the database and evidence collated for the student.

Upon reaching Year 10, students on the exams access database will be assessed by a qualified assessor. These assessments will then determine the access arrangements available for the pupil. Once the assessor has completed the assessments, the SENCo will apply through JCQ for access arrangements.

How will I know if my child qualifies for additional support or time to access tests?

You will be contacted prior to the exam access arrangements assessments to provide consent for your son / daughter to see the assessor.

After all assessments have been conducted the schools SENCo will confirm whether your child meets the criteria for access arrangements or not and if so what arrangements they will receive in their exams.

Social and Emotional Support.

How does the school help my child to feel comfortable and safe and manage social situations?

All pupils have a structured tutor programme from 8.45am-9.05am. The pastoral team identify pupils who may benefit from additional support in developing their social and communication skills. Depending upon the child's needs, it is then decided by the SENCo whether individual or small group intervention will be most appropriate, and pupils will be enrolled into a wave of social and communication skills intervention, delivered by a trained higher level teaching assistant.

How does the school help develop my child's social and emotional skills?

Trained Higher Level teaching assistants deliver a range of appropriate interventions to individuals or small groups. The interventions have a variety of different focuses from social skills to how to manage your emotions. The school also have a dedicated pastoral team and youth worker who support students and provides advice and guidance. Students can access

pastoral support at any point throughout the school day and at morning and lunch breaks there are dedicated mediation points located across the school.

What is the school's policy on bullying?

At St Gregory the Great School we have a clear policy on bullying. We do not tolerate bullying and any student found to be bullying will be referred to a member of the pastoral team or their Head of Year. A meeting may be arranged to discuss the behaviours with the parents present.

Accessibility to Premises and Facilities

What facilities are in the school to assist children with disabilities moving around the building and taking part in lessons?

At St Gregory the Great School we have a clear accessibility plan. Ramps are in place to aid wheelchair users accessing the building and there are three lifts across the site that allow students to gain access to all areas of the school.

Working with Others.

Whom does the school work with?

At St Gregory the Great School we work with a number of different services / agencies. These include:

- Educational Psychology Service.
- Learning Support Service.
- Sensory Impairment Service.
- Speech Language and Communication Needs Service.
- Speech and Language Service.
- SENSS.
- Special Education Needs Team.
- Occupational Therapy.
- School Nurse.
- Child and Adolescent Mental Health Service.
- Children's Services.
- Jaqari.
- Communication and Interaction Services.
- Visual Impairment Team.
- Hearing Impairment Team.

How does the school work with other agencies?

The SENCo liaises with class teachers, the leadership team, the pastoral support team and parents to prioritise referrals to the services available. Referrals may also come about following pupil review meetings. The SENCo will engage in a conversation with the external services to gain advice and support surrounding an individual and will act upon the information provided.

How will I be informed?

The SENCo will discuss the need for a referral with parents and carers. Your views will be sought and you may be invited or can request to meet with the service. Reports and recommendations are then shared with parents and expected outcomes and strategies to meet those outcomes are then planned.

Transition

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

Moving on to Year 7

At St Gregory the Great we offer a full transition programme for students with SEND to compliment the full transition day. Students and a member of their existing school staff are invited to come and spend three additional half days at St Gregory's where they will take part in planned activities to familiarise themselves with the school and with key members of staff.

Each pupil is assigned a tutor group with which they will spend the day on transition day. Their tutor will then be their main point of contact during a school day if there are issues that the student faces. In addition, all students with special needs are assigned a key worker from the staff at The Bridge. Students can see their key worker before school, at break times and after school.

The SENCo will arrange a meeting with the primary school SENCo and class teacher to ensure that all information is passed on, thus allowing information to be circulated around staff at St Gregory's prior to your child starting with us in September.

Moving from Key Stage 3 to Key Stage 4

Pupils will be provided with advice during termly review meetings for their options at Key Stage 4. As well as this, the SENCo is available to discuss the students' progression at our

Year 9 Options Evening. Students should consider what their post 16 plans are and the subjects that they are enjoying and making most progress in, when considering their subjects for GCSEs.

Careers meetings can also be arranged via the SENCo with the schools dedicated Careers Advisor. If you would like your child to meet with the Careers Advisor, please contact school reception and speak to Miss Newell.

Post 16 Transition

Where possible we work closely with post 16 providers to offer students who are progressing onto post 16 placements taster sessions. We advertise open day / evening events and encourage students to go along to these with their parents / carers.

If taster sessions are available, we will encourage students to attend these so that they can get a feel for what the post 16 facility is like. We will discuss with students what they can expect and listen to any concerns that they may have.

The school SENCo will speak to and pass on relevant information about your child to the post 16 placement. If appropriate, the SENCo will also hold a meeting with the post 16 tutor and the students who are transitioning to their course.

Policies

Please refer to the school's website policy section for the following information:

SEN policy.

Behaviour Policy

Anti-Bullying Policy

Equality Policy

Accessibility plan.