



SEND Policy

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

The Governors and staff of this school recognise and value that all 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 and become confident, independent individuals.

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 early, 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

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO and Inclusion Lead

The SENCO is Melissa Groves: m.groves@gfcs.uk They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.

- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor

The SEND governor, currently Mrs Carmel McNamara will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The Headteacher, Ms Lyndsey Caldwell will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty. We take into account the parents' concerns and views.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions are to be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil in initial concern form.
- Their previous progress and attainment and behaviour.

- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

St Gregory the Great school prepares pupils carefully for transition. We collaborate closely with the LA SENDIASS, SEN Officer and Educational Psychology service and the new education setting and we ensure that students' EHCP annual reviews are carried out in preparation of transition. All pupils have an opportunity for an induction session at their new school.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. St Gregory the Great School keeps a SEND and Inclusion Register and Students with Medical Needs Register which are updated as required.

We will also provide the following interventions:

Communication and Interaction:

- Student specific SENNS advisory teacher sessions
- English and Maths Support
- Life skills
- Student specific SALT sessions
- Sound Training
- ASD Social Skills intervention sessions
- ASD Specialist/Social skills

Cognition and Learning

- Examinations Access Arrangements
- Handwriting sessions
- Touch typing sessions
- Homework Club

Social Emotional and Mental Health

- ASD Boys Social Skills intervention sessions
- ASD Specialist/Social skills
- Guided Zones of Regulation sessions
- Mentoring lunch time and break times
- Breakfast Club
- Lunch Time Club

Statutory SEND requirements

- Annual Reviews of EHCP
- Termly Reviews/updates
- Meetings and liaison with Outside Agencies

Sensory and / or Physical

- Physiotherapy sessions guided by LA Physiotherapist (student specific) with our physical disability Inclusion Champion.
- Supporting PD body position training guided by Physiotherapy
- Student specific SENNS physical disability sessions

5.7 Adaptations to the curriculum and learning environment

See Accessibility plan.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Alternate Provisions
- Designated teacher for Looked after Children (LAC)
- Named Person Personal Education Plan (PEP) Child Welfare
- Referrals to Meadowbrook/On-Course/Discovery other providers

5.8 Additional support for learning

We have currently nine Inclusion Champions who are trained to deliver a varied range of interventions in and out of classrooms.

Inclusion Champions will also support pupils on a 1:1 basis when this is seen as the best method to support the student at any one time.

Inclusion Champions will support pupils in small groups for social interaction and communication support as well as engaging in subject related learning support.

We work with the following agencies among other to provide support for pupils with SEND:

- Oxfordshire County Council
- SENDIASS
- SEND Office
- Educational Psychology Service
- CAMHS

5.9 Expertise and training of staff

Our SENCo has fifteen years of experience and has completed the National Award for SENCo.

They lead a team of nine Inclusion Champions, including one higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Staff have been trained in the following:

- Childhood in Crisis
- Level 2 Understanding Autism
- Understanding Dyslexia
- Speech, Language and Communication / British Sign language
- Teaching Phonics
- Preparing Autistic and SEND students for coming back to school.
- Emotions and Emotional Disorders
- Exploring Anxiety and depression / Grounding skills for PTSD, Anxiety, Stress and panic attacks
- Prevent Radicalisation
- Online safety
- Supporting Children's Mental Health and Wellbeing
- Downs Syndrome Course
- Specific Learning difficulties
- Student Development and Diversity
- First Aid
- Understanding ADHD
- Hydrocephalus and Learning – raising awareness of hidden disability
- What is PBS and how does it support a child's behaviour.

We have in school specialist staff for Examinations Access Arrangements and Dyslexia Investigation.

All staff are expected to read and know KCSIE on an annual basis, and best practice suggests SENCos or Lead DSL should regularly test staff on their knowledge and understanding of it.

5.10 Securing equipment and facilities

We use the Oxfordshire and other Local Authority processes for securing equipment and facilities to support pupils with SEND. This includes provision and support stated in EHC plans.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by annual SEND Audit and Evaluation and reviewing pupils' individual progress towards their goals each term as follows:

- Reviewing the impact of interventions after every six weeks
- Using pupil questionnaires to update Pupil Support Profiles
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in Mass, sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Further information is in St Gregory's Accessibility Plan.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of break time and lunchtime clubs to promote teamwork/building friendships etc.
- We support pupils with SEMH by individual and group interventions weekly and when needed.
- We liaise closely with St Gregory's pastoral support team in supporting pupils with SEMH.
- We have a zero-tolerance approach to bullying.
- We use MHST external support where required.

5.14 Working with other agencies

The school can call upon the expertise of a wide range of support services. These support services are consulted after consultation with the SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first and additional information may be required e.g. the service's own checklist, and information about strategies already in use. The SENCo holds contact addresses and request forms for other agencies and support services.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCo and Inclusion Lead in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

5.17 Contact details for raising concerns

SENCo and Inclusion Lead: Melissa Groves: m.groves@gfcs.uk

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by the SEND Governor every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- St Gregory's SEND Annual Information Report (available on website)