



Information Report for Special Educational Needs and Disability (SEND) 2024



**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow

Information Report for Special Educational Needs and Disability

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1. Our School and the areas of SEND

St Gregory Catholic Primary School is an inclusive school, and we ensure that all of our pupils are included in every aspect of learning from Nursery to Year Six. We strive to ensure that all pupils have a balanced curriculum which is differentiated to meet individual needs, that they can learn and make progress alongside their peers, that they are assessed using appropriate assessment tools and guidelines and have equal access to resources and provision as and when needed.

From time to time, some pupils will require additional support for a period of a few weeks or months to meet their needs. The decision to do this is made collaboratively by school and family and is based on each pupil's individual attainment and progress. If attainment is below or progress has slowed, extra support will be planned, lessons specifically differentiated, and targets put in place to ensure that steps of progress can be made in an environment where the pupil feels safe and happy.

Special educational provision is provision that is **additional to or different from** that made generally for other pupils of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements provided as part of high quality, personalised teaching. It may take the form of additional support from within class or school or require the involvement of a specialist teacher, professional or support services.

The four areas of need, outlined in the Code of Practice are **Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health and Sensory or Physical Needs.**

In more detail these could include:

Communication and Interaction - Speech, Language and Communication Needs (SLCN), Autistic Spectrum Disorder (ASD)

Cognition and Learning - Specific Learning Difficulties (SpLD) such as Dyslexia, Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties PMLD)

Social, Mental, Emotional Health - Behavioural, Social and Emotional Difficulties (BESD)

Sensory and/or Physical Difficulties - Sensory Processing Disorder (SPD), Vision or Hearing Impairment (VI/HI)



2. Parent and Pupil Voice

Parent Voice is very important, and we take your views, worries, questions, and concerns seriously. It is essential that school and family work together in partnership to discuss strengths and challenges, set targets and review progress regularly. On a termly basis St Gregory's School will offer all parents of children with SEND an opportunity to discuss their child's needs during our 'Cuppa and a Chat' sessions. In addition to this, parents of children with a My Support Plan (MSP) will be invited into an additional meeting twice a year and for an Education, Health and Care Plan (EHCP), parents will be invited into the Annual Review meeting. These meetings will focus on the plan, the provision in place and the targets held within. Furthermore, parents may be invited to more regular meetings to discuss provision.

All teachers are teachers of children with SEND. If your concern is specifically SEND related, then please contact the SENCO. Details can be found in Section 8 of this report. If your concern is around academic progress, then the first point of contact should be the class teacher.

Pupil Voice is central to all we do, and their needs will be considered at every step of their learning journey. Each pupil with a My Support Plan (MSP) or an Education, Health, and care Plan (EHCP) will share their thoughts and feelings. The SENCO will also gather the pupil's thoughts, worries and celebrations throughout the year. Staff listen and respond regularly to the children's thoughts and feelings both informally and through a more structured approach in lessons. Children can also ask to speak to staff that they feel they have a positive connection with at any time if they need some quality 1:1 time. We try to involve the children in their own learning as much as possible. During annual pupil voice, we seek opinions about what the children feel works well for them and what challenges may be in the way so that we can remove any barriers and support them as best we can to ensure progress and to make a positive difference.



3. Progress - Assess, Plan, Do, Review

We enjoy sharing your child's progress with you and we aim to share lots of information with you throughout each school year so that you can see how much progress is being made.

Please ensure you have access to our school newsletter, as well as joining our groups on social media. Our school website also has a wealth of information. Curriculum evenings also take place each year where we will share themes and topics that will be completed by your child throughout the year. Parents evenings also occur twice a year and this is a special time for you to spend some time looking at your child's books and celebrating their achievements. You will also receive an annual report to share progress at the end of each school year. St John Fisher RC Primary School has an open-door policy and the SENCo as well as other staff are available to discuss any concerns that parents and carers may have. Appointments are available to discuss progress, ask questions or for advice on how to support children at home at all times of the year.

Staff are continuously monitoring the progress of children with SEND in their class through ongoing assessment and termly formal assessments. Teachers meet with the Senior Leadership Team and the Principal on a termly basis to discuss the progress of children with SEND and to explain what strategies and resources they are using to ensure progress. The SENCO also meets with SEND professionals from external agencies each term to discuss the progress of pupils on the SEND register.

Our Class Teachers closely monitor the progress made by all children in their class and ask advice from the SENCO (Special Educational Needs Co-ordinator), after speaking to parents as soon as they have concerns about any of their pupils. The teacher and SENCO may then agree on an intervention such as small group work or special programmes to help the child. Progress will be measured at the start and end of the intervention to measure progress and to inform next steps and evaluate impact. If the child continues to have difficulties, the SENCO may suggest additional support and assessment and at this point, the child may be placed on the SEN Support Register after consultation with parents and raised with an external agency or specialist teacher. More information about external agency support can be found in section 8. Some children may remain at this stage of support for a significant period, as this continues to remain appropriate in meeting their needs. The SEN Support Register is a working document and children will move on and off the register dependent on their needs at any given time after consultation with parents. Where children have very complex needs and despite the school having taken relevant and purposeful action to support the SEN of the child, the child does not make expected progress, the school or parents may request a My Support Plan which may lead to the request for an Education, Health and Care needs assessment.



4. Transitions - Between Year Groups, Key Stages, Schools

We are very aware that moving to a new class or school is a time of excitement, but also worry and anxiety for some children and their families.

If your child has SEND, we will discuss transition arrangements with you during the summer term.

All children will have the opportunity to meet their new class teacher and spend time in their new classroom before the end of term. Some children may benefit from extra transition support, and this will be based on individual needs. For example, spending extra time with their new teacher, additional classroom visits and supportive information to take home for the summer holidays. Staff will have transition meetings with the next class teacher to ensure appropriate information is shared about each individual child and more detailed information about children with SEND. Any targets, assessments and other relevant information is passed on to the next teacher.

Where transition is to a new school, transition meetings are put in place with the new school and information regarding the child's individual needs are shared. Visits to the new school are put in place where possible and appropriate.

For transition to secondary school, the SENCO will meet with the secondary school SENCO to discuss the child's individual needs and transitional arrangements will be made based on the level of need. We work closely with the receiving school to put plans in place for all vulnerable pupils, which may include additional visits to the setting and parent meetings with the secondary staff or SENCO.



5. Teaching pupils with SEND

Our teachers have the highest possible expectations for your child and all the pupils in their class. All teaching is based on building on what your child already knows, can do, and understands. Each teacher will put in place different ways of teaching so that your child is fully involved in learning in class.

The school provides a graduated response to each pupil, dependent on their level of need and is often referred to as Waves of Intervention:

At Wave 1, all pupils are receiving quality first teaching with differentiated work to challenge them, whatever their attainment level. A variety of methods and strategies are used by the teacher and children may be supported with resources and equipment. The classroom environment is planned and set up carefully to include helpful displays and a seating plan to help the children learn effectively. Additional staff support the pupils, so they fully understand the learning and get the support they need to complete a task and move on to the next.

At Wave 2, interventions are planned for those children who are falling below track academically or where progress is slowing. There may also be challenges within social, emotional or communication development and support would be provided within school to support the pupils. This could take the form of small group teaching, more frequent 1:1 reading, social groups or number or writing groups. This is based upon level of need and available resources.

At Wave 3, a more individualised type of support may be needed where the support and intervention so far has not made enough difference or impact. This may include referral and work with an external agency to support learning and development and to develop specific difficulties within a subject area or level of development.



6. Mental Health, Social and Emotional Wellbeing

Each class teacher teaches PSHE (Personal, Social and Health Education) in class each week through RE and Topic curriculum so that children have time to consider, reflect and discuss a range of issues and topics so that they develop knowledge and skills to live happy and healthy lives. We also have Nurture Groups at playtimes for children who feel lonely, and for new children starting at school.

We have a Pastoral Support, Mrs Sweatman, who can see individual children or work with small groups of children. This work can focus on specific issues or concerns or can be in place to develop friendship and communication skills. For children with specific social, mental, or emotional health difficulties we work with the EPS (Educational Psychologist Service), SEMH&L (Social, Emotional, Mental Health and Learning Team), CAMHS (Children and Adolescent Mental Health Service). We also offer a counselling service, (REACH) for those children who need emotional support through difficult situations.

We recognise that for some children, school is not an easy experience. Children occasionally face social and emotional challenges which can impact on their learning; for these more vulnerable children our involvement might be intensified, and to this purpose we have a Pastoral Support Team and a Romero Attendance Officer and who will offer one to one support and group work. We also use outside agencies to offer a comprehensive package of support, allowing children the opportunity to share their worries and concerns. Every child is very much an individual and their needs are assessed as such.



7. Support Services for Families

There are several other support services available for families of children with SEND. Please contact the SENCo for further support or help to get in touch with any of the following:

SENDIASS– This is an independent service that is not affiliated to the Local Authority or any schools. This service can share information and will explain parental rights regarding SEN and disabilities. They also hold a range of coffee mornings and information and support sessions.

Short breaks – This service provides activities, games, and trips for children with SEN and disabilities which are free of charge.

Coventry Young Carers Project – This is a support service for young carers who have a family member with a disability

The Local Authority also has a Local Offer website and information about services that may be available to you.

<http://www.coventry.gov.uk/sendlocaloffer>



8. SEND Staff at St Gregory's

Our SENCO works very closely with specialist agencies and services who loan or supply specialist equipment to support a learning difficulty, for example OT (Occupational Therapy) may loan resources and equipment to improve posture and writing etc. where necessary. The Local Authority will provide specialist equipment such as wheelchairs, standing frames and so on when they are prescribed by a health professional. There are several other support services available for families of children with SEN and disabilities. Please contact our SENCO for further information.

The SENCO holds termly multi-disciplinary meetings with outside agencies who work within our school. Pupil's needs are discussed, and hours are allocated to those who require assessment, review, or intervention.

Some of the external agencies we work with are: Educational Psychology Service (EPS), Social, Emotional, Mental Health and Learning (SEMH/L), NHS Speech and Language Therapy (SALT), Occupational Therapy Service (OT) NHS Various Specialists, Physiotherapy Service (PS) NHS Various Specialists, Early Years SEND, Local Authority, Complex Communication Team, Social Care, Attendance Officer, Romero Lead Sharon Feeney, Child and Adolescent Mental Health Services (CAMHS), School Nursing Service, Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)

All staff attend training on various SEND issues throughout the year. We attend staff training to share knowledge, strategies, and experiences and to ensure consistency of the school's approach for children with SEND. Teachers and support staff attend training run by outside agencies that are relevant to the needs of the children they are working with. The SENCO works very closely with specialists who provide advice and direct support regularly. Within school, there are staff members trained in Team Teach, Precision Teaching, Dyslexia, Memory Magic, Lego Therapy, Intensive Interaction, and specific interventions tailored to individual pupils' needs.

School Office: 024 76445900 or admin.sg@romeromac.com

Executive Principal: Mrs Williams d.williams@romeromac.com Principal: Mrs Scullion m.scullion@romeromac.com

SENCO: Miss Mullen r.mullen@romeromac.com

SEND Governor: Miss Leanne Wale l.wale@romeromac.com

We want you to feel happy with the service, provision and support we offer. If you feel you need to contact us to make a complaint or share a concern, please ask for a copy of the complaints policy which is available upon request from the school office.



9. Accessibility for pupils with SEND

At our school, we adhere to the requirements, as per the Equality Act 2010 to make reasonable adjustments for any pupil who has specific long- or short-term health needs or a disability. This might include exploring the scope for and following recommendations about physical adaptations to the school or curriculum, providing access for pupils with disabilities. We will provide any resources or specialist equipment that are needed, to the best of our ability. The Local Authority (LA) will provide specialist equipment when prescribed by a relevant health specialist. The school also complies with all Health and Safety laws and legal requirements to ensure all children are safe. We are governed by the Disability Discrimination Act (DDA) which ensures that all children with disabilities have appropriate provision in and out of school. The buildings and site have weekly checks by our Site Service Officer and by the Local Authority every term. The school has an up-to-date Accessibility Plan ensuring that as a school we are compliant against all competencies of the framework and policy. The school has also completed a Condition Survey and now has a 5-year maintenance plan to ensure the buildings and grounds are maintained to the highest possible standard.

We have a range of after school clubs and activities and school trips that are available to all children. We do everything we can to make sure all children access these activities.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Pupils with SEND and medical needs will have a specific care plan produced in collaboration with parents or carers, children, staff and a school nurse or medical practitioner.

10. Coventry Local Offer



The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy-to-understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.”

The local offer will provide parents/carers with information about how to access services in their area, and what they can expect from those services. Regarding Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

You will find information about the LA’s local offer at <https://www.coventry.gov.uk/sendlocal offer>