



## **SEND Information Report**

Our Special Educational Needs and Disabilities  
Information Report.

What we can offer to the children at Saint  
Gregory's Catholic Primary School.



St Gregory's Catholic Primary School is fully inclusive, ensuring that all of our children throughout the school participate in all aspects of learning and school life.

From time to time some children will require additional support for a period of a few weeks or months to meet their needs. The decision to do this is made by the school and is based on each child's individual attainment and progress.

If attainment is below that of a child's peers and progress is slow then extra support will be planned, lessons will be more specifically differentiated and targets put in place to ensure that progress can be made where the child feels supported and happy.

*"Learning and Growing in the Service of God"*



**OFSTED (2013 inspection) said St Gregory's is a GOOD school because .....**

Teaching is good with some outstanding practice. Teachers plan activities that capture pupils' interest so that they are enthusiastic to learn and achieve well.

As a result of enthusiastic teaching, all groups of pupils, including disabled pupils, those with special educational needs, and those for whom English is an additional language, make good progress in their learning.

Pupils feel safe and behave well in lessons and around the school. They are respectful and courteous and this contributes to a calm and purposeful atmosphere.

The headteacher and leadership team have successfully improved teaching and raised standards. They have high expectations and are supported well by all staff.



**Parents said St Gregory's is a GOOD school because .....**

It's a school with a lovely family feel to it where you really get a sense that every child matters and is cared for and nurtured.

We are delighted with the extra support that our child has been given this year. It has really helped him grow in confidence.

My son has progressed so well with his work and his behaviour has really improved since he moved to St Gregory's.

Staff do a great job of finding the right balance between providing support and making lessons fun.



**Pupils said St Gregory's is a GOOD school because .....**

I like to think for myself and also like to learn in different ways.

I really like all the lessons as you learn things you don't know. Teachers are good at making it exciting.

If I find spelling hard I get lots of encouragement from the teaching assistant and teacher.

When I find something difficult it is good to work in small groups as it helps me to understand better.



## What kinds of SEND (Special Educational Needs and Disability) do these children have at St Gregory's Catholic Primary School?

Children with SEND in our school have difficulties with speaking and language, general learning in maths, reading or writing, social or emotional development and sensory difficulties with sight or hearing. We have a number of children with ASD (Autistic Spectrum Disorder) who attend our school. Our school building is fully accessible for people with disabilities.



## Mrs Marshall

### Principal

Responsible for:

The overall management of all aspects of support for children with SEND.

She will give responsibility to the SENCO and Class Teachers but is still responsible for ensuring that your child's needs are met.

She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Alongside the Governing Body and in conjunction with the SENCO has responsibility for allocating the SEND budget.

Please contact Mrs G Marshall by email: [GMarshall@st-gregorys.coventry.sch.uk](mailto:GMarshall@st-gregorys.coventry.sch.uk)



Mrs Enstone

**Our SENCO – (Special Educational Needs co-ordinator)**

Responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing

Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy etc.

Making assessments of children learning and progress to inform our choice of interventions and support.

Supporting Class Teachers in writing Individual Education Plans, and sharing and reviewing these with parents at least once each term and planning for the next term.

Updating the school's SEND register and making sure that there are records of your child's progress and needs.

Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Please contact Mrs Deborah Enstone by email: [denstone@st-gregorys.coventry.sch.uk](mailto:denstone@st-gregorys.coventry.sch.uk)



Mrs McNally and  
Mrs Cambridge



### Our SEND Governors

Responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND.

Alongside the Principal has responsibility for allocating the SEND budget.

Please contact Mrs Margaret McNally by email: [mmcnally@st-gregorys.coventry.sch.uk](mailto:mmcnally@st-gregorys.coventry.sch.uk)



## Mrs Sweatman

### Our Learning Mentor:

Learning mentors support, motivate and challenge pupils who are underachieving. They help pupils overcome barriers to learning caused by social, emotional and behavioural problems.

The mentors mainly work with children who experience 'barriers to learning', including poor English and Maths skills, underperformance against potential, poor attendance, disaffection, difficult family circumstances and low self-esteem.

It also includes the following list of possible day-to-day tasks:

- Identifying, in association with school staff, pupils who would benefit from mentoring
- Liaising with parents and carers to promote a mutually respectful relationship with the school
- Helping pupils who are underperforming in their subjects on a one-to-one basis outside the classroom
- Implementing strategies and supporting pupils in confidence-building activities
- Listening to and helping pupils resolve a range of issues that are creating barriers to learning
- Drawing up agreed action plans with pupils with targets to work towards
- Monitoring the attendance of pupils, and working closely with teachers and other professionals, such as social workers, educational psychologists and education welfare officers.

Please contact Mrs Lorraine Sweatman by email: [lsweatman@st-gregorvs.coventry.sch.uk](mailto:lsweatman@st-gregorvs.coventry.sch.uk)



Mrs Bhambra



Mrs Swaidek



Mrs Lumley

### **Intervention Support Teaching Assistants:**

We have teaching assistants who have dedicated teaching time to lead small intervention groups in school. These groups are for targeted children who are not progressing in line with their age related expectations for English and Maths.

These interventions may include precision teaching for spelling, 'First Class at Maths', targets set out by speech and language therapists or individual targets given by the Learning and Behaviour Support team – to name but a few.

Miss Gordon – Nursery

Mrs Moss - Nursery

Mrs Swaidek – Year 1

Mrs Lumley – Year 2

Mrs Power – Year 3

Mrs Cullen – Year 4

Mrs McNally – Year 5

Mrs Bhambra – Year 6



Miss Tate



Miss Lynch

Mrs Winters

Mrs Collier



Mrs Greenwood



Miss Bolton



Mrs Baker

### Class Teachers:

Responsible for:

Checking on the progress of your child and identifying planning and delivering any additional help your child may require.

Writing an Individual Education Plan, and sharing and reviewing these with parents at least once each term and planning together for the next term.

Ensuring that all staff working with your child in school are able to deliver the planned work, so that they can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

Ensuring that the school's SEND Policy is followed in their classroom

This year the teachers are:

Nursery:	Mrs Tate	Year One:	Mrs Winters
Reception:	Miss Lynch	Year Three:	Mrs Massey
Year Two:	Mrs Collier	Year Five:	Miss Bolton
Year Four:	Mrs Greenwood		
Year Six:	Mrs Baker		



## External Agencies

We work very closely with a number of external agencies and professionals. These include:

SEMH and learning- Social, Emotional and mental health – Jayne Stafford

EP – Educational Psychology Service – Marta Paulo

CIASS – Coventry Autism Support Service – Lisa Stevens

SALT – Speech and Language Therapy



## How will I know if my child is receiving SEN (Special Educational Needs) support?

As soon as your child is identified as having difficulties in reading, writing, maths or social and emotional difficulties, the class teacher will speak to you informally, at parents evening or during an arranged appointment. If progress slows or stops in any area of development we will invite you in to come in to school and discuss and share plans with you in order to help your child to make better progress. Options may include small group activities (interventions in reading or maths for example), and IEP (Individual Education Plan) or we may suggest contacting a specialist outside agency such as SEMH and learning to help make progress in their area of difficulty.



## How do you make sure that the SEN support is helping my child make better progress?

We have established assessment and tracking processes at St Gregory's School. These include termly assessments in reading, writing and maths.

These assessments give a score and level, which then show whether each child is on track, below track or above track. This information helps teachers to plan next steps for their teaching and over time these assessments help us to track the progress of each child.



## How will you support my child when they move to secondary school?

As the children come to the end of Year 6 and their time at St Gregory's, we will contact the staff at the relevant Secondary Schools in order to share vital information about progress and ongoing difficulties in order to ensure a smooth transition to Year 7. Representative from CIASS/SEMH and learning will also be involved in the Summer term prior to children moving on to Key Stage 3, working individually with small groups.



# What other services are available for my child with SEN?

There are a range of services available to children with SEND and their families. The SENCO can provide further details if necessary.

## Attendance

We have an attendance officer called Michele Andrews. Contact our Learning Mentor for any information.

## Audiology

We can refer for a hearing test if you or we have a concern regarding your child.

## CAF

This is a support process, led by our Learning Mentor to support the whole family.

## CAMHS

Children and Adolescent Mental Health Serviced support children who have difficulties emotionally or socially.

## CIASS

The Coventry Autism Support Service support and advise staff, children and families of children with ASD.

## EPS

The Educational Psychology Service provide specialist support, guidance and assessment for children.

## Family First Team

Our officer, Stacey Lowell, supports families and staff and can signpost to different services and charities.

## FSW

Our Family Support Worker Karen Cutler, supports families in schools with a variety of issues.

## SEMH and learning

Social, emotional and mental health.

## MGSS

Minority Group Support Services provide multi lingual assistants to help children who struggle with English.

## Nurse

We have a school nurse who supports families with a range of issues including dietary advice and bedtime routines.

## OT/Physiotherapy

We can refer to Occupational Therapy and Physiotherapy if a child is having difficulty with fine or gross motor skills.

## PMHT

The Primary Mental Health Team can guide, support and assist children so that they feel happy, well and confident.

## Relate

Relate is a counselling service for children and families. We can refer children and families to this service.

## SALT

We have a Speech and Language Therapist at Saint Gregory's every week to support children in school.

## Shortbreaks

This is a service for children with SEN difficulties. Please contact our SENCO for more information.

## TAMHS

We can refer to the Targeted Mental Health Service if children are having difficulties emotionally.

## Time 4 U

If children have suffered a bereavement of there has been a family breakdown, children can be referred to this service.

## Vibes

Courses are available for children in KS2 for anger management, anxiety management and confidence.

# SEND Acronyms

## **ADHD**

Attention Deficit  
Hyperactivity  
Disorder

## **SENCO**

Special  
Educational Needs  
Co-ordinator

## **AS**

Asperger  
Syndrome

## **EHCP**

Education, Health  
and Care Plan

## **IEP**

Individual  
Education Plan

## **SEND**

Special  
Educational Needs  
and Disabilities

## **ASD**

Autistic Spectrum  
Disorder

## **EP**

Educational  
Psychologist

## **SEMH and learning**

Social, emotional  
and mental health

## **SLT or SALT**

Speech and  
Language  
Therapy/Therapist

## **CAMHS**

Child and  
Adolescent Mental  
Health Service

## **EPS**

Educational  
Psychology  
Service

## **OT**

Occupational  
Therapy

## **SLD**

Specific Learning  
Difficulty

## **CIASS**

Coventry Autism  
Support Service

## **HI**

Hearing  
Impairment

## **PPS**

Parent Partnership  
Service

## **VI**

Visual Impairment