



# St. Gregory's Catholic Primary School

*Learning and growing in the service of God.*

## **SEND Information Report**

<b>Approved:</b>	
<b>Review:</b>	<i>September 2020</i>
<b>Head Teacher's signature:</b>	
<b>Governor's signature:</b>	



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## SEND Information Report – April 2020

### 1 Introduction

St. Gregory's Catholic Primary School is an inclusive school. We work within the Local Authority Offer which can be found at [www.coventry.gov.uk/sendlocaloffer](http://www.coventry.gov.uk/sendlocaloffer) and we follow the guidelines from the Revised Code of Practice 2015. [Click here for more information.](#)

A number of our children have special educational needs and/or disabilities (SEND) and may have difficulties in the following areas:

- Communication and Interaction (e.g. Speech and Language, ASD)
- Cognition and Learning (e.g. Dyslexia, GLD)
- Social, Mental and Emotional Wellbeing (e.g. Attachment disorder, ASD, Anxiety)
- Sensory and / or Physical Difficulties (e.g. Visual / Hearing impairment, mobility difficulties)

### 2 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

At St. Gregory's we ensure that all of our children are included in all aspects of learning and school life from Nursery all the way to Year Six.

From time to time, some children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support through targeted intervention work. If a child's needs persist, then the child may be identified as having special educational needs (SEN). This will be discussed with parents / carers, the child (if appropriate) and the class teacher and based on each child's individual needs. Following this the child will be placed on the SEND support register. Our school's definition of SEND is **"Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies"**.

### 3 MONITORING AND PROGRESS

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) as soon as they have concerns about any of their pupils. The SENCO may then suggest activities such as small group work or special programmes to help the child. Examples of such groups in school are Maths pre-teaching, Social Nurture Groups, Precision Teaching, Phonics, Reading on a 1:1 or small group basis, handwriting groups, BEAM and the Meemoo Memory intervention. If the child continues to have difficulties, the SENCO and Class Teacher would suggest additional support and / or assessment. At this point, the child may be placed on the SEN Support Register after consultation with parents / carers.

### 4 Monitoring Process

**Step 1:** Class Teacher, SENCO and Parents / Carers make the joint decision to place the child on the SEN Support Register.

**Step 2:** Individual targets and strategies / interventions are identified and put into place.



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**Step 3:** These are reviewed at termly meetings with parents / carers, following the SEN Code of Practice 2014 format of [Assess, Plan, Do and Review](#). External agencies may be involved for support and / or assessment where required.

**Step 4:** Where children have very complex needs and / or 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 an Education, Health and Care needs assessment. For more information on the above (EHCPs) please [click here](#).

Some children may remain on Step 3 for a significant period of time, 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 / carers.

### 5 Sharing Progress with Parents

We enjoy sharing your child's progress with you! We aim to share lots of information with you throughout the year so that you know how much progress is being made.

If your child is on the SEND register they will have termly meetings to set individual targets and reflect on work completed. If your child has a statement or EHCP then there will be an annual review. There are also three parent's evenings throughout the year so that you have the opportunity to speak to your child's class teacher about strengths and any areas of difficulty. We also produce and share annual reports to explain whether your child is working within, above or below the expected level for their age in each area of learning. You can also speak to the class teacher at any time of the year to share any worries and concerns and to ask questions. Please contact the school office to arrange a meeting with your child's class teacher. If your child has SEND, you can also contact the SENCO.

### 6 Contact Details

School Office: 024 7644 5900

Email: [admin.sg@romeromac.com](mailto:admin.sg@romeromac.com)

Name of Principal: Mrs Marshall

Principal: [admin.sg@romeromac.com](mailto:admin.sg@romeromac.com)

Name of SENCO: Mrs Collier

SENCO: [m.collier@romeromac.com](mailto:m.collier@romeromac.com)

For more information on the roles and responsibilities of the SENCO, Learning Mentor, Principal and SEN Governor please see the SEND Policy.

### 7 Involving Children in own Learning.

We try to involve the children in their own learning as much as possible. Children's opinions about their learning and what works well for them are sought before SEND / EHCP review meetings in



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school. Their views are included, where appropriate, in the planning and target setting process. Teachers listen and respond regularly to children's opinions through an informal or more structured approach where appropriate.

### 8 Transition between Key Stages and Schools

We are very aware that moving to a new class or school is a time of worry and anxiety for all 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.

### 9 Training

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.

### 10 Supporting Children 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. This may include 1:1 or small group interventions outside of the classroom, more practical learning, providing different resources adapted for your child or producing and delivering targeted work as specified in the child's IEP (Individual Education Plan). Each teacher will put specific strategies in place, suggested by the SENCO or outside agencies, to enable your child to have access to the learning task or activity.



## 11 Supporting Children with Social and Emotional Needs

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 Learning Mentor 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.

## 12 Extra Support Available

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 a number of other support services available for families of children with SEN and disabilities.

**Please contact our SENCO for further information.**

**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.

[\(Click here\)](#)

**Short breaks** – This service provides activities, games and trips for children with SEN and disabilities which are free of charge. [\(Click here\)](#)

**Coventry Young Carers Project** – This is a support service for young carers who have a family member with a disability [\(Click here\)](#)

The Local Authority also has a Local Offer website and information about services that may be available to you. [\(Click here\)](#)

## 13 Disabled Access and Provision

At St. Gregory's we adhere to the requirements, as per the Equality Act 2010 to make reasonable adjustments for any child 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.



## 14 External Agencies Available.

Sensory Support -

[http://www.coventry.gov.uk/info/62/special\\_educational\\_needs\\_and\\_disabilities\\_support\\_service/683/sensory\\_and\\_physical\\_support\\_service](http://www.coventry.gov.uk/info/62/special_educational_needs_and_disabilities_support_service/683/sensory_and_physical_support_service)

Early Help and Family Hubs

<https://cid.coventry.gov.uk/kb5/coventry/directory/service.page?id=rmnNBh6YZaQ&familychannel=3>

CAMHS - <http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Pages/about-childrens-mental-health-services.aspx>

Complex Communication Team

<https://www.coventry.gov.uk/complexcommunicationteam>

EPS -

[http://www.coventry.gov.uk/info/223/educational\\_psychology/675/eps\\_information\\_for\\_young\\_people\\_and\\_parents](http://www.coventry.gov.uk/info/223/educational_psychology/675/eps_information_for_young_people_and_parents)

Vibes - <https://cid.coventry.gov.uk/kb5/coventry/directory/service.page?id=2jG7ULzMkus>

Short Breaks -

[http://www.coventry.gov.uk/info/156/special\\_educational\\_needs\\_and\\_disabilities/1812/short\\_breaks](http://www.coventry.gov.uk/info/156/special_educational_needs_and_disabilities/1812/short_breaks)

SEMHL-

[http://www.coventry.gov.uk/info/62/special\\_educational\\_needs\\_and\\_disabilities\\_support\\_service/2319/learning\\_and\\_wellbeing\\_support\\_service\\_-\\_schools\\_team](http://www.coventry.gov.uk/info/62/special_educational_needs_and_disabilities_support_service/2319/learning_and_wellbeing_support_service_-_schools_team)

SALT - <http://www.coventrychildrensslt.co.uk/>

Ethnic Minority Achievement Service- <https://www.coventry.gov.uk/emas>

Nurse - <https://www.healthforkids.co.uk/coventry/coventry-school-nursing-team/>

OT - <http://www.covkidsot.co.uk/>

IPMHS -

[http://www.coventry.gov.uk/info/36/childrens\\_health\\_and\\_wellbeing/2104/integrated\\_primary\\_mental\\_health\\_service\\_ipmhs](http://www.coventry.gov.uk/info/36/childrens_health_and_wellbeing/2104/integrated_primary_mental_health_service_ipmhs)

Relate - <http://www.relatecoventry.org/>

E-Pep - [http://www.coventry.gov.uk/info/235/virtual\\_school/2894/coventry\\_virtual\\_school\\_-\\_resources/2](http://www.coventry.gov.uk/info/235/virtual_school/2894/coventry_virtual_school_-_resources/2)



LACES - Virtual School - [http://www.coventry.gov.uk/downloads/download/3221/laces -  
\\_personal\\_education\\_plans](http://www.coventry.gov.uk/downloads/download/3221/laces_-_personal_education_plans)

Integrated Early Years Support Service -  
[https://cid.coventry.gov.uk/kb5/coventry/directory/service.page?id=ltRC52lzYcw&familychannel=7  
\\_3](https://cid.coventry.gov.uk/kb5/coventry/directory/service.page?id=ltRC52lzYcw&familychannel=7_3)

The Keys -  
[http://www.coventry.gov.uk/info/62/special\\_educational\\_needs\\_and\\_disabilities\\_support\\_service  
s/2317/the\\_keys\\_-\\_key\\_stage\\_1](http://www.coventry.gov.uk/info/62/special_educational_needs_and_disabilities_support_service/s/2317/the_keys_-_key_stage_1)

## 15 Glossary of Terms

**LACES** – Looked After Children Education Services

**IPMHS** - Integrated Primary Mental Health Service

**OT** – Occupational Therapy

**EMAS** – Ethnic Minority Achievement Service

**SALT** – Speech and Language Therapy

**SEMHL** – Social Emotional, Mental Health and Learning Support Service (previously LAWSS)

**EPS** – Educational Psychology Service

**CAMHS** – Children Adolescent Mental Health Service

**CCT** – Complex Communication Team including Autism Support Service

**CAF** – Common Assessment Framework.