



St Gregory's Catholic Primary School

'Loving and Learning'

To love all those with whom we come into contact as taught to us by Jesus through the Gospels.

To learn to the best of our ability using our God given talents.

As a 'Rights Respecting School' we understand that: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 23 (Children with a disability)

SEN Information Report

1. What kind of special educational needs provision is available for children at St Gregory's Catholic Primary School?

St Gregory's has an inclusive approach to teaching children with SEN and disabilities and our most recent Ofsted report (March 2019) stated that "Pupils with special educational needs and/or disabilities (SEND) are supported very well and make excellent progress."

St Gregory's is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. Our attached whole school provision map outlines provision available to all pupils.

2. How do we identify children who may have Special Educational Needs?

- a. Children entering our nursery are screened using the WELLCOM screening tool during the autumn term.
- b. Monitoring a child through the foundation stage is essential and at St. Gregory's this is done on an on-going basis, following the learning goals of the Early Years Foundation Stage (EYFS) profile.
- c. Pupil progress meetings take place every half term from which we track and identify children who are not making expected national progress.
- d. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.

3. What provision is made for children with SEN (with and without an Education, Health and Care Plan):

- a) **How is the intervention/support monitored as to its effectiveness?** Those children identified as benefiting from intervention/support are monitored against the progress they are making, this takes place at half termly pupil progress meetings. Those children receiving additional 1-2-1 support are monitored and assessed on a monthly basis.



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b) What are the school's arrangements for assessing and reviewing progress of children with SEN?

As above - All children receiving interventions or additional support are monitored against the progress they are making, at half termly pupil progress meetings. Those children receiving additional 1-2-1 support are monitored and assessed on a monthly basis.

c) What is the school's approach to teaching children with SEN?

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through differentiation in the classroom, small group work or through group and 1 to 1 interventions.

d) How does the school adapt the curriculum and learning environment for children with SEN?

The curriculum and teaching strategies are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children with specific SEN.

We believe that all children have the right to be educated in the school of their choice and this will not be inhibited by disability. (See Question 6 for more information on equipment and facilities for children with SEN)

e) What additional support is available for children with SEN? The school offers various interventions to meet the individual needs of children with SEN (see provision map in SEND Policy). Children who may require higher levels of support have access to appropriately trained support staff who are able to offer additional support to meet their needs.

f) What support is available for ensuring the emotional and social development of pupils with SEN?

All children at St Gregory's take part in our PSHE curriculum which is linked to the Sandwell Healthy Mind, Happy Me Programme. In addition to this, the children have the opportunity to participate in nurture groups and wellbeing sessions with a trained member of staff. For those pupils with additional needs, the school has access to a Specialist Advisory Teacher for SEMH and an Education Mental Health Practitioner (EMHP).

4. Who is the named SEN contact?

Mrs N Levack
St Gregory's Catholic Primary School
Park Road
Smethwick
B67 5HX

Tel: 0121 429 4609

e-mail: enquiry_gre@emmausmac.com



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5. What specific expertise is available to children with SEN?

- All staff delivering interventions are appropriately trained and regularly update their knowledge through in-house and external training sessions.
- At St Gregory's we are able to offer highly skilled practitioners/ assistants who are experienced in working with children who have Downs Syndrome; Hearing Impairments; ASD; Dyslexia; Cerebral Palsy; Muscular Dystrophy; Global Developmental Delay; Visual Impairment; Physical Disabilities and Speech, Language and Communication Needs.
- Practitioners/assistants have also worked with Speech and Language therapists, physiotherapists and occupational therapists and have undertaken training in circle time and interventions to improve social skills.

6. What specialist equipment and facilities are there for children with SEN?

- Foundation Stage and Key Stage 1 are fully accessible by wheelchairs. The building includes a toilet for the disabled.
- Handrails have been fitted alongside all stairs in the school.
- Sound Field systems have been purchased for all classrooms throughout the school to aid any children with hearing impairments
- All step edges and door frames are painted in different bright and contrasting colours
- A lift has been placed alongside the stairs from the hall to Key Stage 2
- A ramp has been built outside Year 3 to make lower Key Stage 2 accessible from outside the building and will be used in the event of a fire.
- A lift has been installed to take children from lower Key Stage 2 to upper Key Stage 2 and the computing suite. A treatment room and toilet for the disabled have been built on the upper level of Key Stage 2.



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7. What arrangements are there for consulting and involving parents of children with SEN?

Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, home school diaries, IEP/provision map discussions, progress reviews and yearly written reports.

8. What are the arrangements for consulting children with SEN about, and involving them in, their education?

All children, regardless of SEN, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

9. What are the arrangements for parents of children with SEN who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the school's complaints procedure.

10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child's academic and social progress.

11. What are the contact details of support services for the parents of children with SEN?

Sandwell Inclusion Support 0845 3527 552 **Speech & Language Services** 0121 612 2010 **Sandwell Parent Partnership Service** 0121 552 0047
SENDIASS 0121 500 4010

12. What are the school's arrangements for supporting children with SEN in transferring between phases of education?

- The SENCO is fully involved in the transfer of pupils from primary to secondary school. The SENCO is available to discuss the various options available to each child with special educational needs.



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- The SENCo is also willing to write a letter of introduction, which can be taken by parents when visiting prospective secondary schools during the Autumn terms of Years 5 and 6.
- The SENCO arranges for children who have Education, Health and Care Plans (EHCP) to visit prospective schools with their support practitioner/assistant.
- Towards the end of the Summer term, the SENCO meets with the SENCO of the appropriate secondary school and discusses the needs of the transferring children.
- The SENCOs of High Schools are invited to the final annual review of the transferring child who has an **EHCP**.

All relevant documentation from the child's special needs file is forwarded to their new school, whether it is their secondary school or a new primary school.

13. Where is the Local Authorities Local Offer published?

http://www.sandwell.gov.uk/info/200295/schools_and_learning/3697/what_is_the_local_offer