



St. Gregory's Catholic High School

Special Educational Needs and Disabilities (SEND) provision at

St. Gregory's RC High School information report

This is written for parents /carers who have children at St. Gregory's Catholic High School or who may be considering the school for their child.

This overview explains how we identify and support young people with special educational needs and disabilities.

This overview supports our SEND policy, which can also be found on the website.

If you would like to discuss any of the information included in this document, or in the school SEND Policy, or if you have any further questions, please contact the SENDCo via email using the address: SEND@stgregoryshigh.com.

As well as supporting pupils in mainstream, we also have a 16 place Designated Provision (Iona) for pupils aged 11-16 in Key Stage 3 and Key Stage 4. Places here are allocated by the Local Authority (LA) and are for pupils with a primary need of autism, have an Education, Health and Care Plan and whose needs cannot be reasonably provided for within the resources available within the mainstream setting. All additional SEND needs will be considered upon application for the Designated Provision.

If you have any further questions about the Designated Provision, please contact the Designated Provision Lead via email: SchoolEnquiry@stgregoryshigh.com.

Legal Framework

This document and the SEND policy have due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010

- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Supporting pupils at school with medical conditions'
- DfE 'Working Together to Safeguard Children 2023'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'School Admissions Code'
- DfE 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) 'Reasonable adjustments for disabled pupils'

What is a special educational need (SEN)?

According to The Children and Families Act (2014), a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them (Section 20).

The SEND Code of Practice (2014) identifies 4 different areas of special educational need.

These areas are:

Communication and interaction

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.

Pupils who are on the autism spectrum often have needs that fall in this category.

Cognition and learning

Pupils with learning difficulties usually learn at a slower pace than their peers.

A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties

- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, mental and emotional health

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or physical need

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers

The purpose of identification is to decide upon the best action required to support the young person, not to fit them into a category. Some young people may have needs that relate to two or more areas. We feel that it is important to consider the needs of the whole person as part of the identification process.

Other factors which may impact on progress and attainment, but are not considered SEND are:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PP)
- Being a Child in Care (CiC) or being a child known to Social Care (KtSC)

Levels of support

At St. Gregory's Catholic High School, we aim to meet the needs of all young people, with the support of outside agencies providing specialist advice when required.

School-based SEND provision

Pupils receiving SEND support will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, Health and Care (EHC) plans

Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an Educational Health and Care (EHC) plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will initially be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Children with EHC plans

Educational Health and Care plans will be reviewed annually. The SENDCO will organise these reviews and invite:

- The child's parent/carer
- The child
- A representative from the local authority (typically the EHC plan caseworker)
- Other professionals, where relevant who are involved with the young person for example social workers.
- Any other person the child/young person and/or their family and the local authority deem appropriate
- Any other member of school staff that the SENDCo feels is appropriate.

- In cases where a child is at a transition phase, SENDCos and/or representatives from local colleges and schools will also be invited

The aim of the review will be to:

- Assess the pupil's progress, specifically towards the outcomes outlined on the pupil's EHCP
- Consider the appropriateness of the existing EHC plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it

Requesting an EHC needs assessment

A young person can request an assessment themselves if they're aged 16 to 25.

A request can also be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents/carers and family friends.

Statutory guidance states that an EHC Plan should be issued when the local authority decides that the special educational needs of the child cannot be reasonably provided for within the resources available to mainstream education settings.

We encourage parents/carers of pupils who are considering making a request for an EHC Plan, to discuss provision with the SENDCo, before making a request.

Equality Act 2010

The school is fully aware of its legal obligations under the Equality Act 2010.

Therefore, the school:

- Will not directly or indirectly discriminate against, harass, or victimise any of its pupils who are disabled
- Will not discriminate for any reason arising in consequence of a pupil's disability
- Will make reasonable adjustments, including the provision of supplementary or additional help and support and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Will, in all its actions, have due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non- disabled children and young people as is required by the public sector equality duty

- Will make reasonable adjustments to procedures, criteria, and practices and by the provision of supplementary or additional help and support in relation to provision of services and education, including admissions and exclusions
- Will actively pursue opportunities to remove physical barriers that may affect the full integration of disabled pupils into the day-to-day life of the school by considering their needs when modifying the building or proceeding with new build and will publish an accessibility plan which will be regularly reviewed and updated
- Will publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans

Roles and Responsibilities

The Governing Board

The Governing Board recognises its clearly defined roles regarding SEND. The Governing Board will:

- In partnership with the Headteacher, decide the school's general policy and approach to meet the needs of pupils with SEND
- Ensure that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND
- Review and monitor the policy in conjunction with the SEND Information Document
- Appoint a designated link governor for SEND who will meet regularly with Key Staff such as SLT SEND/SENDCO/Deputy SENDCO/Head of Designated Provision
- Ensure the full Governing Board are informed of the school's provision, including funding, resources, and staffing within the mainstream and Designated Provision
- Monitor the progress of pupils with SEND and finances related to SEND at relevant committee meetings

SENDCo supported by the Head of Designated Provision and Deputy SENDCo / Specialist Assessor:

The school has followed the statutory guidance contained in the SEND Code of Practice 2014 and has a full-time SENDCo, assisted by the Deputy SENDCo - who is also a Specialist Assessor - and the Head of Designated Provision (DP).

The school recognises the important role the SENDCo has in working with the Headteacher and Governing Board to determine the strategic development of the school's SEND policy and provision in the school as well as ensuring the effective implementation of the policy and the appropriate use of available resources to respond to SEND pupils' needs.

Though not an exhaustive list of duties the SENDCo will:

- Draw up a SEND Action Plan to reflect the school's priorities to move SEND support forwards.
- Oversee the day-to-day operation of the school's SEND policy.
- Monitor the implementation of the school's School Development Plan and SEND action Plan
- Deliver a brief overview of SEND policy and practice at the Annual Induction for new staff and to all staff.
- Coordinate provision for children with SEND
- Advise on the graduated approach to providing SEND support
- Maintain the school's special needs register
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively including High Needs Funding and the separate funding for pupils within the Designated Provision.
- Liaise with parents/carers of pupils with SEND
- Liaise with primaries and other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Record all relevant information on CPOMS
- Be a key point of contact with external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all pupils with SEND up to date
- Disseminate accurate information and raise awareness of SEND issues throughout the school
- Manage and develop the roles of support staff, through training and Performance Management
- Be informed about decisions the Headteacher and Business Manager make regarding expenditure of allocation of funding devolved directly from the LA for supporting pupils with SEND
- Meet with the designated SEND link governor as required to provide information regarding the implementation of the policy and plan
- Attend Middle Leaders meetings and Pastoral Support Meetings with a focus on SEND pupils
- Attend Safeguarding meetings with a focus on SEND pupils
- Participate in the local Secondary SENDCo Network and Archdiocese networks
- Ensure that the SEND area of the school website is updated on a regular basis including the local offer

Pupil Progress Managers

The school recognises that the Pupil Progress Manager is in a unique position to monitor the progress of all SEND pupils in all areas of school life.

The Pupil Progress Manager will:

- Develop positive working relationships with the pupils and, where appropriate, with their parents/carers
- Be familiar with the needs of all pupils with SEND in their year group
- Monitor the progress of all SEND pupils, particularly after each data collection
- Act on progress / AtL concerns in a timely manner to establish possible reasons and recommend actions
- Ensure effective communication with subject teachers / HOD / SENDCo / SLT / pupils and parents/carers re: positives and concerns relating to SEND pupils

Heads of Departments

Heads of Department have a key role in ensuring that the SEND policy is effectively implemented within their subject area.

Therefore, the Head of Department will:

- Ensure that appropriate curriculum provision and delivery is clearly identified in their schemes of work
- Ensure that all subject teaching staff are familiar with the SEND policy and act upon it in relation to planning and lesson delivery and assessment
- Be familiar with the needs of all pupils with SEND who access their subject and ensure subject teachers within their subject area access data / information about each child's SEND needs and take SEND issues into account in their day-to-day dealing with SEND pupils
- Include SEND as a regular agenda item at subject meetings focusing on progress being made, any difficulties arising and plans to support this, any pupils that need to be brought to the attention of the SEND team and the appropriate documentation completed
- Monitor the progress of SEND pupils and provision in line with their pupil passports.
- For the pupils with an EHCP plan, monitor that their targets are being actioned and met. Then working with the class teacher, evidence this to contribute to their annual reviews
- Report any concerns to the HOD in the first instance

- Ensure that subject teachers provide information in a timely manner for pupil SEND reviews/ information requests as this can affect decision making
- Celebrate the achievements of SEND pupils
- Ensure all staff in the team are aware of their E and K code pupils and support needed
- Have high expectations for all
- Complete learning walks, pupil voice and work scrutiny which are inclusive in nature

Teachers

In line with the SEND Code of Practice (CoP, DfE, 2015) all teachers at St. Gregory's Catholic High school are responsible and accountable for the progress and development of all pupils in their class, including pupils with SEND.

High-quality teaching is our first step in responding to pupils who have SEND.

The identification of SEND is built into the overall approach to monitoring the progress and development of pupils. Subject teachers are responsible for working with pupils daily. Staff also implement procedures for identifying, assessing and making provision for pupils with SEND, including adaptations to lesson materials.

Teachers will work closely with teaching assistants to plan and assess the impact of support and how they can be linked to classroom teaching.

All teaching staff will receive ongoing training in relation to the deployment of strategies to support pupils with SEND. Where a pupil has been identified as having additional needs, teaching staff are expected to incorporate quality-first teaching strategies to adapt their lessons accordingly, and to have read individual pupil passports, for those requiring enhanced support.

In the context of the school's expectation that all teaching staff will deliver Quality First Teaching providing high quality learning experiences for all pupils including those with SEND, teachers will:

- Know when and how to adapt appropriately, using approaches which enable pupils to be taught effectively
- Ensure inclusivity and high aspirations for all in ALL lessons
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of how to adapt teaching to support pupils' education at different stages of learning

- Have a clear understanding of the needs of all pupils, including those with special educational needs; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Actively seek to develop positive working relationships with all pupils
- Ensure they understand the meaning and implications of a pupil's SEND
- Ensure that appropriate teaching resources are available for pupils with SEND
- Attend training as required
- Devise strategies and identify appropriate adapted methods which will enable SEND pupils to access the curriculum (QFT)
- Recognise and accept responsibility for the cycle of identifying, planning, teaching, assessing, and evaluating that considers the varying range of abilities, aptitudes, needs and interests of pupils across the school (Graduated Response) which can be found on the SEND tile
- Use the information provided including SEND register/SEND Profiles/ Pupil Passports to inform their teaching
- Ensure the weekly bulletin is read through and actioned regarding any changes or SEND updates
- Use the processes and procedures in school to refer pupils / share concerns by alerting the Head of Department to any SEND issues in the first instance (Assess-Plan-Do-Review)
- Access support and advice from the SEND Department
- Share successful strategies with other staff
- Provide relevant information in a timely manner for pupil SEND reviews/ information requests
- Monitor attendance and punctuality of SEND pupils and action as required

Form Tutors

Form tutors have contact with their form group on a day-to-day basis and are well-placed to get to know the strengths and needs of the members of their form group, including those with SEND.

Form Tutors are expected to:

- Ensure they are aware of the E and K code pupils in their form
- Be familiar with and understand all data and information related to their pupils, including those with SEND
- Strive to form good working relationships with their pupils
- Monitor the progress of their form group

Teaching Assistants / Support Staff

The school recognises the important role played by Teaching Assistants and Support Staff and will always seek to appoint highly competent staff to fulfil these roles.

They will:

- Support pupils with SEND and the wider school population
- Plan and deliver individualised programmes, where appropriate
- Support teaching staff with the implementation of pupil passport strategies
- Monitor progress against targets/data and through record keeping
- Adopt a key worker role for groups or individual pupils across school
- Assist with drawing up individual plans/SEND Profiles for pupils and supporting monitoring and development, as required
- Contribute to the formal review progress, either in person or with a written report
- Work with targeted small groups in or out of the classroom, under the direction of the class teacher and the SENDCo
- Support pupils on Educational Visits, as required
- Support pupils with medical conditions, including intimate care, if required
- Provide feedback to teaching staff about the success or otherwise of strategies used in the classroom

Parents/Carers

The school will actively work to promote positive working relationships with parents/carers through formal and informal processes across school and will always value their contribution.

As part of that process the school will support parents/carers to:

- Contribute their views as part of the Annual Review procedures and other meetings, as required
- Encourage their child to complete homework and make good progress in school by regularly checking Class Charts feeding back any concerns to school
- Attend Engage Evening and Reviews where their child's progress is discussed with subject teachers
- Engage in effective communication with school to inform of any significant changes or respond to request for information with regard to their child with SEND
- Attend the form tutor evening held for the new year 7 intake in the Autumn Term which provides an opportunity to discuss how their child is settling into St. Gregory's and raise any concerns with the SEND team

- Encourage good attendance and avoid taking time out of the school during the term
- Ensure the young person attends school wearing the correct uniform in line with the uniform policy

Pupils

As a direct consequence of our inclusive ethos, and as a 'Listening and Telling' school, we will offer pupils the chance to:

- Take part in their annual review meetings sharing what they think is working and what they feel is not working
- Add their thoughts and suggestions to their pupil passport

Admission arrangements for SEND pupils

With support from the LA where appropriate, the arrangement for the admissions of most young people with SEND are consistent with the school's general arrangements for all other young people.

If a child is transferring from primary school to secondary school, to apply to St. Gregory's Catholic High School, parents/carers should follow the same procedures as applying for any other state funded school through the LA. In the event of over-subscription, a young person with SEND will not be given lower priority than another applicant.

The school follows the procedures set down at national and local level for admitting pupils with, or being assessed for, an Education Health Care (EHC) Plan. At the Year 6 annual review of Education, Health and Care Plans, the name of the school the young person wishes to go to is named on the final document. In deciding where this shall be, the LA takes into consideration the ability of the school to meet the young person's specific needs, the provision of effective education for other young people in the school, the most efficient use of resources and the proximity of the school to where the young person applying lives.

In line with the LA's admission arrangements, young people who have an Education, Health and Care plan will be admitted to our school if it is named in the document, even if this is over and above the published oversubscription criteria.

Mid-year admissions

If a pupil currently attends secondary school, parents/carers should contact the School Admissions Department at Warrington Borough Council for an in-year admission form. All admission enquiries and applications must be made via Warrington Borough Council and not St. Gregory's Catholic High School directly. If your child has an EHC plan, then an amendment will need to be made naming St. Gregory's Catholic High School as the identified provision following the LA Annual Review procedures.

Admissions to the Designated Provision

Places at the Designated Provision for autism based at St. Gregory's Catholic High School are allocated by the LA and not by the school itself. To arrange a visit to the Designated Provision please contact the Designated Provision Lead via email: SchoolEnquiry@stgregoryshigh.com.

How do we know if young people have SEND and need extra help?

The SENDCo works closely with primary school staff to identify pupils who will need additional support when they start high school. Information is provided about SEND pupils transferring from other schools at a later stage by their previous educational provider.

Pupil progress is monitored closely through regular assessment and observations by staff to identify any possible areas of need. Parents/carers and young people themselves can raise concerns with teachers or other members of staff at any time or approach the SENDCo directly. If necessary, the SENDCo and parents/carers will agree to refer pupils for more specialist screening and intervention from external agencies, e.g. from the Speech and Language Service, Occupational Therapy Service, external Mental Health Services or the Educational Psychologist. Key pastoral staff and Heads of Faculty can also refer to the school's SEND department if they have concerns that a pupil is failing to thrive and may have a special educational need that requires assessment.

The school maintains an up-to-date SEND Register, which is reviewed at least termly. Young people are removed from the SEND Register if they no longer fit into the definition given within the SEND Code of Practice 2014, and if their needs can be met through inclusive, adaptive teaching within the classroom. For monitoring purposes, they remain on the school's Monitoring Register, which is fully accessible for all staff to refer to for further information about individuals. SEND information for individuals is also accessible through the SEND tile on RM Unify.

What do parents/carers do if they think their child has special educational needs?

If parents/carers think their child has special educational needs, they should contact the SENDCo (details above). Following these discussions, outside agencies may be consulted for further advice.

How will the school meet young people's needs?

The school adopts a graduated approach to meeting young people's needs. High quality adaptive teaching, addressing individual needs, is the school's first step in responding to pupils who have or may have SEND. Work is appropriately planned and scaffolded to meet the needs of individuals, and their progress is carefully monitored. Subject teachers are responsible for maximising progress in their academic area. Following further assessment, should additional support be required, a Pupil Passport will be discussed between parents/carers, the pupil and the SENDCo which will be shared with all staff working with that individual. The Pupil Passport will be monitored regularly. Assessment of needs forms the next stage of the planning.

Where resources allow, for pupils who require additional support and are funded through an Educational Health and Care (EHC) Plan, a team of Teaching Assistants (TAs) provide in class

support. This is often shared between pupils. As far as possible, pupils stay in the classroom but sometimes it is necessary to withdraw them for individual/small group intervention, e.g. to develop literacy/numeracy skills, speech and language skills, social skills or emotional wellbeing.

Programmes are delivered by trained Teaching Assistants (TAs). The work of the TAs is allocated and monitored by the SENDCo. Progress of pupils receiving intervention is reviewed at regular intervals. Where possible, intervention sessions take place during tutor time or enrichment time and any interventions that take place during curriculum time are arranged to ensure that pupils miss as few lessons as possible. We do not believe in pupils missing their break and lunchtimes to complete intervention activities as these are the times when they can socialise and reduce sensory and cognitive overload. The TAs within the SEND Department also run a homework club after school four times a week which pupils with additional needs can access as well as revision intervention sessions.

Pupils who have an EHC Plan, K Code or who have been identified as having needs which cannot be met through quality first teaching alone, have an individual Pupil Passport. This is visible for staff on the SEND tile. The Pupil Passport outlines more personalised strategies which support the pupil and details any additional interventions they receive beyond the classroom, whether with school staff or external agencies. Where a young person needs highly personalised support an individual provision map may be written. It will contain the specific targets identified for the young person to work on, as well as details as to how these targets will be met. If a Child in Care has SEND, the details of how their needs will be met will also be included on their Personal Education Plan (PEP). The Designated Teacher for Looked After Children oversees this process. Contact with the Designated Teacher can be made via email: SEND@stgregoryshigh.com.

In some circumstances, where the young person is not making progress despite carefully planned support, further investigation needs to take place. With the consent of parents/carers, the school can request advice and support from other agencies, including Physiotherapy, Occupational Therapy, the Orthoptist, the Speech and Language Service, Children and Young People's Mental Health Services (CYPMHS), specialist teachers for the Visually and Hearing Impaired, Paediatricians, specialist nurses and the Educational Psychologist. All recommendations given are put into place and reviewed.

If a young person needs support which is significantly 'additional to' or 'different from' the provision made within the school, and it is felt that they would benefit from further additional resources not normally available within the school, the school may put in an application for an Educational, Health and Care assessment to the LA. The process and implications for this will be fully discussed with parents/carers and their views, as well as those of their child, will be paramount. The school also draws upon the advice given by other professionals, as well as evaluating the impact of targeted support already received by the young person. Following this assessment, the LA may issue an Education, Health and Care Plan (EHCP) which will contain a series of outcomes, which would form the basis of provision within the school. Progress towards these

outcomes would be evaluated regularly on an informal basis, and formally with parents/carers and child, as part of a person-centred review, at least annually.

Having a diagnosis (e.g. of ASD or ADHD) does not necessarily mean that a young person will be given an EHCP, if their needs can be met with resources available within school. Each young person needs are different and require individual consideration.

How is the decision made about what type and how much support young people will receive?

The SENDCo and SEND team, with appropriate advice from external agencies where required, will allocate resources and support. Recommendations from appropriate professionals will be considered. Plans will be discussed with parents/carers and reviewed regularly. Our own internal assessment procedures will also inform the process and measure the impact of support provided. If a young person has an EHC plan, the school has a statutory duty to ensure the support outlined in this document is provided.

How are school resources allocated and matched to young people's special educational needs?

SEND provision within the school is funded through the notional SEND budget, which forms part of the wider school budget. The budget is managed by the Headteacher, in liaison with the SENDCo. Young people with an EHC Plan may receive additional money directly from the LA to meet the outcomes specified in their plan. Resources are allocated on a fair and consistent basis dependent on the extent of available funds; the recommendations of external agencies; the availability of targeted LA funding and priorities established within the annual school improvement plan.

How will the curriculum match young people's needs?

All young people are entitled to a full curriculum providing that their difficulties do not detrimentally affect their learning and wellbeing. In the first instance, lessons will be adapted and scaffolded to suit a variety of learning styles and needs.

In a minority of cases, some pupils with additional needs may require a reduced timetable for a short period or for a longer time as appropriate. Pupils who suffer from severe anxiety or who have been out of school due to emotional or medical needs, may need a slow integration back into the classroom. This would be agreed following significant discussion with the LA attendance officer and other relevant external agencies.

What happens if young people need extra help to access examinations and assessments?

Some pupils with SEND may need special arrangements (Access Arrangements) to ensure they can fairly access public examinations and internal assessments. The measures put in place will depend on the level and type of needs and include:

- Extra time for assessments
- The use of a reader/computer reader
- The use of a scribe or a computer for word processing.

- Adaptations to the font or colour of the assessment paper for young people with visual difficulties
- Rest breaks
- A prompt
- A smaller room

Please note that not all young people with SEND qualify for exam concessions – a rigorous testing process is implemented, evidence is needed that the access arrangements are the usual way of working and young people need to meet a threshold set by the exam boards to access this support. The SENDCo liaises with the exams officer to ensure that necessary applications to the Joint Council for Qualifications (JCQ) are made and Access Arrangements are put in place.

In school we have two staff members qualified to conduct the access and arrangements testing. It is overseen by the SENDCo but the tests are predominantly conducted by the schools Deputy SENDCo. Should you have any questions or concerns about access arrangements, the Deputy SENDCo can be contacted via email at SEND@stgregoryshigh.com.

How do parents/carers, young people and staff know how young people are doing and how are parents/carers helped to support their child's learning?

Parents/carers of pupils at St. Gregory's Catholic High School receive written reports each academic year to inform of their child's progress. In Key Stage 3 (years 7, 8 and 9), there are two data collections per year which report on current levels of progress, attitude to learning and homework. In Key Stage 4 (years 10 and 11), there are three data collections each academic year which again report on progress, current grades and attitude to learning as well as highlighting areas for improvement and what pupils can do to boost progress further.

In addition, there is an annual Engage Evening for each year group with subject teachers, along with specific information events designed to help parents/carers support their children at key points, e.g. Information Advice and Guidance Evenings for years 9,10 and 11.

The SENDCo reviews all assessment data of SEND pupils to monitor progress and amend levels of support if needed. A representative of the SEND teams is available at all Engage Evenings and is contactable by phone or email at any point during the academic year.

For some pupils with additional needs and specific plans, further meetings will take place with the SENDCo, sometimes with other external professionals too, to discuss progress and identify the next steps. The young person's views will be part of this process. Part of the plan will include any advice on how parents/carers can support their child's learning. For pupils with an Educational Health Care Plan there will be a statutory Annual Review meeting at which the EHCP will be formally reviewed. A representative from the LA may attend this review.

What support is provided for young people's overall emotional health and wellbeing?

The school has strong pastoral structures and the SEND team and pastoral team within the Augustine Suite work very closely together. A range of strategies is put in place to improve attendance and promote positive behaviour, including the whole school Attitude to Learning system and rewards procedures. Pupils have a form tutor who is primarily responsible for their care, guidance and support in the school. Each tutor group belongs to a year group, led by a Pupil Progress Manager (PPM) and supported by a non-teaching Pastoral Support Manager (PSM).

PPMs and PSMs oversee pupil behaviour and pastoral support plans, if pupils are displaying particularly complex behaviour patterns related to their emotional and mental health needs. PSMs and the Positive Behaviour Champion in school can deliver structured mentoring programmes when agreed additional support is required.

We have a Designated Safeguarding Lead and four Deputy Designated Safeguarding Leads, supported by members of staff from the SEND team, Pastoral team and Wellbeing team who are on the safeguarding team as well as a family support co-ordinator who drives the "Early Help" offer.

The school has staff who are trained Mental Health First Aiders. Posters are displayed around school and there is advice on the school website to explain how young people can get support for emotional and mental health issues from key staff in the school and outside agencies. Information is also shared with parents and carers providing contact details and numbers of support services they may require during school closures.

The profile of positive emotional and mental wellbeing is addressed through Celebration of the Word, form time, and the Personal Development curriculum; young people will explore different coping strategies and be better informed about sources of support through sessions delivered by external organisations.

Additionally, on a Wednesday during breaks and lunch 'Wellbeing Wednesday' takes place which enables pupils to come together to be supported by an emotional wellbeing counsellor.

Pupil Voice is strong in the school and there are a variety of ways young people can share their views. Young people who have formal reviews with the SENDCo around their needs are asked to contribute their opinions about how they wish to be supported and to reflect on the progress they are making. Their views are also reflected in their Pupil Passports.

The school has additional policies for Behaviour, Child Protection, Anti-Bullying and a Safeguarding Statement to ensure that all pupils are kept safe. These can be found on the school website.

What training are the staff supporting children and young people with SEND had or are having?

Training is a high priority within our school. SEND training is a regular feature on the school's Continuing Professional Development calendar. We offer training and self-help opportunities through access to in house or private courses, provision of guidance outlining strategies to support types of need or signposting towards useful websites. The SENDCo attends the LA network meetings and Archdiocesan network meetings that are held each term to keep up to date with local and national developments.

All new teachers and support staff undertake induction on taking up a post, and this includes meeting with the SENDCo and members of the SEND Department to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individuals.

Training is provided according to the needs of young people in the school. Training needs are reviewed regularly and adapted accordingly.

Specialists, such as ADHD nurses and Speech and Language Therapists, are invited into school to run training sessions for staff working with pupils.

Staff who support pupils with visual or hearing impairments receive specific training in these areas.

We have staff trained to deliver Speech and Language programmes and to deliver specific Literacy programmes to develop phonic skills. Whole school SEND training has included training on ADHD Strategies for teachers and teaching assistants and De-Escalation Strategies.

Members of the pastoral team and SEND team completed a training programme on how to support pupils who are experiencing Emotionally Based School Avoidance and a member of the SEND team has completed the ELSA training course led by the Educational Psychologists to enable the implementation of ELSA interventions.

How does the school prepare and support young people at key transition points and moves between educational settings?

Before young people join the school in Year 7, discussions take place between primary and secondary school staff to identify the strengths and needs of individuals.

The SENDCo attends Annual Reviews, Child in Need meetings and Early Help meetings where appropriate during the year prior to transition.

Assessment data and SEND information is passed to staff in the format of their Pupil Passports which are shared during the whole school staff inset days in September prior to the pupils starting at school.

Pupils identified as having an EHC plan or SEND are invited to an additional transition day prior to the other transition visits, to help them access our school with a slightly smaller number of other pupils in the first instance and to begin to familiarise themselves with the school, staff and the layout. Then, following this, ALL pupils experience two transition days. These events take place in the summer term of Year 6, where they can familiarise themselves with the new setting and engage in team-building activities.

When meeting with the primary schools any young people who have been identified as requiring further, enhanced transition packages can then have a more bespoke arrangement put in place if required.

There is also a SEND parents/carers evening held for Y6 SEND pupils and their parents/carers to meet the SENDCo before the main transition days and talk through any concerns.

The transition from Key Stage 3 to Key Stage 4 is considered carefully and additional support is given to SEND pupils when choosing their options.

The school's Careers Adviser meets with pupils who have an EHCP at several points in Year 9, Year 10 and Year 11 to ensure they are planning thoughtfully for the next stage of their education and for adulthood.

Representatives from post-16 education providers attend the EHCP Annual Reviews for Year 10 and Year 11 pupils to support and discuss post-16 pathways.

The school then plans a series of transition events where necessary (such as additional visits and taster sessions) to support the move to post-16 provision.

Pupil Passports and any additional information (for example Access arrangements, specialist reports etc.) are shared with post-16 colleagues once it is confirmed that they will be starting at their college. If pupils with additional needs leave the school at any point to join another establishment, the SENDCo discusses individual needs with the SENDCo at the new setting and passes files on.

All moves to and from other schools/settings are managed by the school or college to ensure that transition for young people is as smooth as possible.

How will young people be included in activities outside the classroom including school trips and provision for access to after school clubs?

Our school and curriculum are fully inclusive and accessible to all young people. Any particular needs will be considered when planning trips and extra-curricular activities to ensure that all pupils with SEND are able to take a full and active part in school life.

We track the engagement of SEND pupils within all extra-curricular offers.

How accessible is the education setting environment?

The school building consists of a ground floor level and a first-floor level. There are lifts available to access the first floor. The buildings are fully accessible to wheelchairs and careful consideration is given to timetabling to ensure ease of accessibility.

There are handrails fitted on steps and stairways. There are 3 accessible toilets across the school site and access to changing facilities. The physical environment is reviewed regularly to ensure full accessibility for all.

Some adaptations to the physical environment include high visibility paint on stairs for people with visual impairments.

The school has an Evacuation Chair to support young people with physical disabilities during fire evacuations and training is provided annually for this.

Where there are pupils where their first language is not English, and their first language is Cantonese staff members are available to communicate with parents/carers. We are also able to provide information using British Sign Language should this be required.

How does the school support young people with medical conditions and disabilities?

The school recognises that young people with medical conditions should be properly supported so that they have full access to education, including school trips and Physical Education.

Some pupils with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

The school has an accessibility plan, which it reviews regularly. This details the school's specific targets regarding increasing accessibility to children and parents with disabilities. These include access to the curriculum, the physical environment and written information. The plan is part of the school's constant drive to remove barriers to any people with a disability. We have comprehensive policies to deal with medical issues, based on current good practice and accepted guidelines.

Systems and policies are in place for the administration of medicines and individual care plans are in place where appropriate.

How are parents/carers involved in the school?

Parents/carers can ring the school office to ask the relevant member of staff to contact them about specific concerns they may have.

In addition, parents/carers are routinely invited to discuss the progress of their children, either as part of Parents' Evenings or individually with particular members of staff, such as the form tutor, subject teacher, Head of Department, Pupil Progress Manager, Pastoral Support Manager, SENDCo or Deputy SENDCo.

This strong communication should ensure that parents / carers are fully aware of and part of the process when their child is identified as a child with SEND.

Parents/carers are invited to attend events that are taken place in school celebrating the achievements of the pupils.

Who can parents/carers contact for further information?

For general school-based information, parents/carers should initially contact their child's form tutor.

Form tutors may be able to answer questions themselves but will refer them to the relevant colleague if necessary.

If parents/carers have specific questions relating to special educational needs and disabilities, they should contact the SEND team on SEND SEND@stgregoryshigh.com.

The school has a designated SEND governor to whom enquiries can be made via email: SchoolEnquiry@stgregoryshigh.com.

If parents/carers wish to make a complaint about any aspect of SEND provision, they should follow the usual Complaints procedure, which can be found on the school website.

Parents/carers can also seek advice from the Warrington SEND Information, Advice and Support Service (www.warringtonsendiass.co.uk).

The service is based in New Town House, Buttermarket Street, Warrington, WA1 2NH.

It is led by Iain Macdonald (Tel: 01925 442978; imacdonald@warrington.gov.uk).

Warrington Local Authority's Local Offer for SEND can be found on their website:

www.warrington.gov.uk

Useful websites:

www.bdadyslexia.org.uk - Offers advice, information and help to families, professionals and dyslexic individuals.

www.autism.org.uk - Offers autism advice, support & services

www.adhdfoundation.org.uk - Offers ADHD advice, support & services

www.addvancedsolutions.co.uk - Offers support for young people and their families living with neurodevelopmental conditions, learning