



## St. Gregory's Catholic Primary School

We give thanks to God, work together and always try our best

### SEND Information Report

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. Children of all backgrounds and cultures are welcomed, valued and supported to allow all to make the very best progress they can. We aim to remove barriers to learning and ensure that we continually develop and modify our provision to meet the changing requirements for individual pupils. We understand that children have individual educational needs and that they require personalised strategies and approaches for learning and engagement. We endeavour to meet these individual needs as we know that children benefit from a range of teaching approaches and experiences.

The Children and Families Act 2014 says that all schools must publish a Special Educational Needs and Disabilities (SEND) Information Report every year. This report intends to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND (Special Educational Needs and/or Disabilities) This report will be published on the school website and as part of South Tyneside's 'Local Offer.'

What is SEND and how is this identified?

Children are identified as having SEND when there is a lack of progress despite interventions or resources being put in place to enable improvement. This may be identified by yourself, as a parent or carer, the class teacher or another professional. St Gregory's uses the SEND Ranges, in line with the Local Authority policy, to identify children's needs.

The broad areas of SEND are difficulties in the areas of

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical needs

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Teachers will refer to the South Tyneside SEND ranges guidance to identify and determine an area of need and to refer to the suggested recommendations. In addition, discussions with parents and professionals will take place to decide whether special educational provision is required. If it is felt that a child needs targeted provision that is additional or different to what is usually provided, with parents/carers agreement, they will then be entered on the SEND register to receive SEN Support. Decisions will be made to decide if a referral to outside agencies is required in order to develop a holistic approach of support for

each individual child. Parents are informed of any outside agency intervention. Throughout the process you and your child's opinions will play a crucial part in addressing specific needs. The level of support your child receives may change throughout their time in school as interventions will be continually monitored and reviewed; progress will be tracked using our assessment process.

#### Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

1. Everyone develops a good understanding of the pupil's areas of strength and difficulty
2. We take into account the parents' concerns
3. Everyone understands the agreed outcomes sought for the child
4. Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support. There are regular opportunities for parents to discuss the progress of their child throughout the academic year.

#### Who do I contact about my child's special educational need?

Your first point of contact at St Gregory's Primary School is your child's class teacher. The Special Educational Needs Co-ordinator (SENDco) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Educational Health Care Plans (EHC) They also provide professional guidance to school staff and work closely with parents/carers and other services and professionals that provide for children in the school.

The Key contacts at our school are:

Headteacher	Mrs A Dunne
Deputy Headteacher	Mrs S Blackwood
SENDco	Mrs S Blackwood
Chair of Governors	Mr M Puech
SEND Governor	Mrs E Little

#### Contact details:

St Gregory's RC VA Primary School, Harton House Road East, South Shields, Tyne and Wear, NE34 6DZ

0191 4552909

[office@st-gregorys.co.uk](mailto:office@st-gregorys.co.uk)

How do we support children at St Gregory’s identified as needing SEND support?

For all children identified as needing SEN support we work in partnership with parents and carers as we recognise and value the expert role in which families play in their child’s lives and educational development and we have a qualified SENDco, who is part of the Senior Leadership Team, leading SEN Support provision, providing advice and guidance to staff.

#### Children with an EHCP

In addition to the above, we also offer further support for those children who have a higher level of additional need or an Education, Health Care Plan (EHCP.) School, parents/carers or other professionals in health and social care can apply for an EHCP when a child has not made expected progress through the graduated approach of SEN support. It is a legal document that identifies educational, health and social needs and outlines the additional provision and support required to meet those needs.

This support includes:

1. Provision specified in the EHCP
2. Detailed planning leading to specific targeted interventions outlined for the Local Authority through a detailed Provision Map
3. Close monitoring of progress against the targets
4. Multi-agency planning and assessment of targets at interim reviews.
5. Bi-annual Reviews (Under 5s) and Annual Reviews with recommendations submitted to the Local Authority.

#### School entitlement offer to pupils with

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. The teachers will also use adaptation strategies and approaches to further support SEND pupils. All SEND students are supported in making good progress to become the best version of themselves.

We may offer the following range or provision to support children with SEND.

School entitlement offer to pupils with additional needs – Teachers will also refer to the guidance provided by the SEND Local offer – <a href="#">Ordinarily available provision</a> – which outlines recommendations of what should or could be put in place for those with SEND.	
Type of SEN for which provision is made at the school	Type of support
Communication and Interaction Needs: e.g.	<ul style="list-style-type: none"><li>• Use of child friendly intervention plans which identify the barriers to learning, involving pupils, parents/carers and staff in the</li></ul>

<ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders (ASD)</li> <li>• Speech, Language and Communication Needs (SLCN)</li> </ul>	<p>formulation, review and implementation of these documents</p> <ul style="list-style-type: none"> <li>• Differentiated curriculum and resources</li> <li>• Visual timetables</li> <li>• Small group targeted intervention programmes are delivered to improve social skills and enhance self esteem</li> <li>• Quiet rooms/areas of low distraction</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to</li> <li>• Planning, assessment and review</li> <li>• Access to teaching and learning for pupils with SEND is monitored through the schools self evaluation process</li> <li>• Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money</li> <li>• SENDco provides advice and guidance to all staff and liaises with relevant agencies to ensure any barriers to success are fully identified and responded to</li> <li>• All staff will continue to receive on going training in relation to meeting pupils' needs within the classroom</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils</li> <li>• Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the SEND Information Report.</li> <li>• Advice and guidance from the Inclusion support team.</li> </ul>
<p><b>Cognition and Learning Needs:</b></p> <p>This includes children and young people with Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) This also includes children and young people with Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia</p>	<ul style="list-style-type: none"> <li>• Use of child friendly intervention plans which identify the barriers to learning, involving pupils, parents/carers and staff in the formulation, review and implementation of these documents</li> <li>• All staff will continue to receive on going training in relation to meeting pupils' needs within the classroom</li> <li>• Differentiated curriculum and resources</li> <li>• Strategies to support, promote and develop Literacy and Numeracy skills</li> <li>• Small group targeted intervention programmes and 1:1 interventions are delivered to improve</li> </ul>

	<p>skills in a variety of areas e.g. LEXIA, Reading Plus, Times Tables Rockstars, IXL etc.</p> <ul style="list-style-type: none"> <li>• Use of resources to support children with specific needs e.g. coloured overlays. Use of support materials to enhance learning e.g. Numicon, Base ten etc.</li> <li>• ICT is used effectively to reduce barriers to learning where possible</li> <li>• Planning, assessment and review</li> <li>• Staff can refer to the Educational Psychologist Service guidance around Dyslexia and Dyscalculia as well as refer to the service for specialist teacher support.</li> <li>• Advice and guidance from the Inclusion support team.</li> </ul>
<p><b>Behavioural, Social, Emotional and Mental Health difficulties:</b></p> <p>Social, Emotional and Mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive and disturbing behaviour. Other people and young children may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder or Attachment Disorder</p>	<ul style="list-style-type: none"> <li>• The School's Christian ethos values all pupils</li> <li>• Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices</li> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities</li> <li>• The school provides effective pastoral care for all pupils</li> <li>• Support staff are placed where needed throughout the school to ensure pupil progress independence and value for money</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to</li> <li>• Our PSHE/RSE curriculum supports this area</li> <li>• Access to self regulation equipment and resources</li> <li>• We have a KIDSAFE trained tutor in school to support particular classes with a range of SEMH and safeguarding/keeping ourselves safe strategies support pupils with SEMH needs</li> <li>• We have an ELSA trained member of staff to</li> <li>• Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience such as Circle of Friends.</li> <li>• Good links with local services e.g. CYPS, Emotional Resilience Team and the Healthy Minds Team.</li> <li>• Support is offered to families and they are signposted to services/organisations which may</li> </ul>

	<p>offer support/advice where appropriate, via the SEND Information Report</p> <ul style="list-style-type: none"> <li>• Advice and guidance from the Inclusion support team.</li> </ul>
<p>Sensory and Physical Needs:</p> <p>This includes children and young people with Visual Impairment (VI), Hearing Impairment (HI), Multi Sensory Impairment (MSI) and Physical Disability (PD)</p>	<ul style="list-style-type: none"> <li>• Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed</li> <li>• ICT is used to increase access to the curriculum</li> <li>• Provision to support access to the curriculum and to develop independent learning</li> <li>• Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money</li> <li>• Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs</li> <li>• Access to Medical Interventions and strategies/programmes to support e.g. Occupational Therapies/physiotherapies via a referral through the School nurse</li> <li>• Support with personal care if and when needed</li> <li>• Staff training to understand the impact of a sensory need upon Teaching and Learning</li> <li>• We provide support and practical aids where appropriate to ensure pupils can access the curriculum and develop independent learning</li> <li>• Physical resources and aids are used, where necessary or where advised from specialists e.g. pencil grips, wobble cushions, foot stools adapted cutlery.</li> <li>• Where appropriate we encourage alternative ways of recording ideas/writing/investigations (Ipad, audio recordings).</li> <li>• We make every effort to be as accessible as possible e.g. disability toilet facilities and the main entrance to the school is accessible for wheelchair access</li> <li>• Staff Continuous Professional Development in this specialist area is sought to ensure staff understand the impact of sensory and physical needs on teaching and learning. e.g. from health professionals</li> <li>• Staff understand and apply the Administration of Medicine Policy with trained First Aid staff in place during breaks, lunchtime and residential.</li> </ul>

	<ul style="list-style-type: none"> <li>• The SENDco completes any necessary training and attends relevant meetings in order to offer advice and guidance to staff about the needs of pupils.</li> <li>• Staff provide for pupils, with sensory overload, through careful classroom organisation and targeted planned activities.</li> <li>• School works in close partnership with families, offering support, signposting to services and organisations which may offer further support where appropriate via the Local Offer.</li> <li>• Advice and guidance from the Inclusion support team.</li> </ul>
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Family learning opportunities, additional homework or ideas for supporting at home and boosters or clubs may be offered to children through discussions with parents/carers.

#### Expertise and training of staff

Our SENDco has completed the NASENCO qualification and has a number of years experience in this role. The SENDco attends regular local authority network meetings and Trust organised SEND meetings to update and revise developments in special Needs Education and Inclusion. The SENDco is allocated time each week to manage SEND provision. St Gregory's provides on going Continuous Professional Development for teachers and teaching assistants via external providers and in-school training. The SENDco can liaise with the SEND director of the trust for advice and guidance regarding any matter linked to SEND.

#### Assessing and reviewing pupils' progress towards outcomes and evaluating the effectiveness of SEND provision

We will follow the graduated approach and the four-part cycle of assess, plan, do and review. The class teacher will work with the SENDco to carry out a clear analysis of the pupil's needs. This will draw on:

1. The teacher's assessment and experience of the pupil
2. Their previous progress and attainment or behaviour
3. Other teachers' assessments, where relevant
4. The individual's development in comparison to their peers and national data
5. The views and experiences of parents
6. The pupil's own views
7. Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the

support and interventions and their impact on the pupil's progress and regularly evaluate our teaching resources to ensure they are accessible to all SEND children including ICT devices and software to promote access to the curriculum. Monitoring of teaching and learning of children with SEND will be carried out on a termly basis by the SENDco and SLT. The SENDco will look at the monitoring information on a termly basis and make adjustments to the provision for the individuals or groups of children, if appropriate. Inviting other professionals to share their expertise and assess or support children within school, develops opportunities for school staff to be advised and challenged on the provision we offer to children. SEND support plans will be reviewed termly. The SENDco will take the lead in the review process. Parents and carers will be invited to contribute and will be consulted about any further action.

#### Supporting pupils moving between phases and preparing for adulthood

Reception staff or the SENDco will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDco after this meeting. Where necessary the SENDco will arrange a further meeting and implement a transition plan between settings and with parents. Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENDco will telephone further to discuss the child's needs. Children transferring from St Gregory's to new schools will have details of their particular needs and additional provision passed on.

We will liaise closely with secondary schools to ensure information is clearly communicated and recommendations are heard to offer a smooth transition from Key Stage 2 to Key Stage 3.

#### Enabling pupils with SEND to engage in activities available to those

All of our extra curricular activities and school visits are available to all of our pupils, including our before and after school clubs. All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day and school plays. Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity. We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND have equal opportunities.



## Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Social skills groups
- Schools mentors
- ELSA trained staff to support individuals with SEMH needs
- Counsellors
- E safety training
- KIDSAFE sessions
- PSHE/RSE sessions
- Family groups
- Mindfulness
- Playground buddies
- LEGO club
- Circle of friends
- Zones of Regulation - Use this whole school approach to help children identify their feelings and emotional reactions and provide children the strategies they need to encourage self-regulation, thus preventing challenging behaviours and allowing the children the space and time to de-escalate when they become overwhelmed.
- Links with the Healthy Minds team, Emotional resilience team, Educational Psychologists and other professionals
- Pupils with SEN are encouraged to be part of the school council

## Working with other agencies

St Gregory's will seek support and advice from a range of outside agencies including an Educational Psychologist, Children and young People's Service (CYPS), Speech and Language, Health Services etc. to ensure each child's needs are fully identified and understood.

## Complaints about SEND provision

Complaints about SEND provision should be made to the class teacher, SENDco or the Headteacher in the first instance. We would always hope to resolve any issues or concerns informally by working in partnership with parents.

[office@st-gregorys.co.uk](mailto:office@st-gregorys.co.uk)

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on our website or from the school office.

Parents can contact South Tyneside Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS), which offers free, and impartial information advice and support to parents/carers, children and young people with special educational needs and disabilities.

**Contact details:**

Gillian Harte  
SENDIASS  
Primrose Childrens Centre  
Primrose Village  
Lambton Tce  
Jarrow  
NE32 5QY

[Gillian.Harte@southtyneside.gov.uk](mailto:Gillian.Harte@southtyneside.gov.uk)

0191 424 6345

The Local Authority Local Offer

Our Local Authority's local offer is published here:

<https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND->