



## **SEN Information Report for St Gregory's Catholic Primary School** **(In accordance with Clause 65(3) of the Children and Families Act 2014)**



### **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 stated that "Excellent provision sets pupils securely on the path to high achievement. Pupils leave the school with standards that are well above average."

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. (See School Provision Map for individual interventions)

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

- Children entering our nursery are screened using the WELLCOM screening tool during the autumn term.
- 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.
- Pupil progress meetings take place every half term from which we track and identify children who are not making expected national progress.
- 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 EHC Plan/Statement of SEN):**

#### **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.

#### **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 meeting. Those children receiving additional 1-2-1 support are monitored and assessed on a monthly basis.

**c) What is the schools 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 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](#)). Children who may require higher levels of support have access to appropriately trained support staff.

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

Children still access aspects of the SEAL (Social Emotional Aspects of Learning) curriculum in class. In addition Nurture groups/Social Skills activities are also available for those children in need of additional support.

**4. Who is the named SEN contact?**

Mr T Boodell  
St Gregory's Catholic Primary School  
Park Road  
Smethwick  
B67 5HX

Tel: 121 429 4609

e-mail: [thomas.boodell@st-gregorys.sch.uk](mailto:thomas.boodell@st-gregorys.sch.uk)

**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 improving 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 new 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.

## **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 schools 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

**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. He is available to discuss the various options available to each child with special educational needs.
- He 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 makes arrangements for children who have **EHC Plans/ Statements of Special Educational Needs** 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 **EHC Plan/Statement of Educational Needs** where possible.

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?**

[Sandwell Inclusion Support Website](#)