



The Catholic School of St Gregory The Great

SEND Information Report

Intervention and Support Guidance for Teachers and Parents

December 2024



“Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.

This is why we've developed this guidance report. It offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach and practical ideas they can implement.” EEF Special Educational Needs in Mainstream Schools March 2020

At St Gregory's School we recognise that pupils may face challenges in their learning at any point in their school career. Sometimes this may be short lived, but for others the difficulties may be more prolonged and impact on a child's day to day ability to learn, retain and recall new learning.



Which areas of need does The Catholic School of St Gregory The Great cater for?

The SEND Code of Practice states that there are four main areas which cover Special Educational Needs and Disability. We work to ensure that all children are able to access the curriculum, regardless of any additional needs they may have. These areas and their meanings are as follows:

Area of Special Educational Need	Possible relating difficulties
Communication and interaction	<i>Children may have a delay or difficulty in one or more of the following areas:</i> Attention/Interaction skills: - May have difficulties ignoring distractions and maintaining focus - May have difficulties with motivation in order to complete tasks - Have social interaction skills which are not always appropriate for the setting - May have peer relationship difficulties - May not be able to initiate or maintain a conversation Understanding / Receptive Language: - May need visual support to understand or process spoken language - May need augmented communication systems - May need repetition of language and some basic language needs to be used to aid their understanding Speech / Expressive Language: - May use simplified language and limited vocabulary - Ideas/conversations may be difficult to follow, with the need to request frequent clarification - May have some immaturities in the speech sound system - Grammar/phonological awareness may still be fairly poor
Cognition and Learning	<i>Children may have a delay or difficulty in one or more of the following areas:</i> - May have difficulties applying the skills needed for effective learning such as use of language, memory and reasoning skills, sequencing and organisational skills - May have difficulties in recalling and building upon prior learning - Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.



Social, Emotional and Mental Health	<i>Children may have a delay or difficulty in one or more of the following areas:</i> May have difficulties with social and emotional development which may lead to or stem from: Social isolation Adverse Childhood Experiences (ACEs) Behaviour difficulties Attention difficulties (ADHD, ADD) Anxiety and depression Attachment difficulties Low self esteem Issues with self-image (negative or positive)
Sensory and/or physical	<i>Children may have a delay or difficulty in one or more of the following areas:</i> These pupils may have a medical or genetic condition that could lead to difficulties with: Gross/fine motor skills Vision / hearing Accessing the curriculum without adaptation Physically accessing the building(s) or equipment Over sensitivity to noise / smells / light / touch / taste Toileting / self-care

How will the school staff support my child?

All staff in school have a responsibility to meet the needs of our pupils with SEND. We follow the Graduated Pathway, information can be found at http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id=_sCaAe_0PRU

The Inclusion Manager/SENDCo is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is receiving and involved in reviewing how they are doing.



- Liaising with a range of professionals who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology and Advisory Teaching Service.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records kept of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND achieve the best progress possible.

The class teacher (in collaboration with the Inclusion Manager) is responsible for:

- Delivering quality first teaching, including adapting teaching and learning as needed for each child
- Monitoring the progress of each child and working with Teaching Partners in identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the Inclusion Manager as necessary.
- Setting and monitoring outcomes on each child's 'My Plan' or 'My Plan Plus'
- Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist support and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Giving responsibility to the Inclusion Manager and class teachers while remaining accountable for ensuring that each child's needs are met.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEND Governor is responsible for:

- Making sure that the necessary support is given to any child with SEND who attends the school



- The review of SEND related policies.

How will the school monitor that the support and strategies in place are having an impact?

- The school uses Parent Teacher Reviews which are organised to suit Parents/Carers needs, where possible. These conversations emphasise the need for a listening approach between Parents/Carers and school where Parents/Carers can share their child's interests and experiences allowing us to incorporate this into the classroom. Individual targets are agreed with Parents/Carers to support their child and given strategies that will help them. This is then reviewed at the following meeting. Levels of attainments and details of any interventions and targets are shared with parents. We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher, Inclusion Manager, Deputy Head or Head teacher to discuss any concerns you have about your child's progress. We can offer advice and practical ways to support you in helping your child at home in partnership with the support taking place in school.
- Additional meetings including Team Around the Family (TAF) meetings may also be called with members of the Senior Leadership Team, parents and other school staff and external professionals where appropriate. These meetings are often used to joint problem solve and set and review targets.
- Your child's progress is continually monitored by his/her class teacher and learning objectives assessed using a range of informal assessments and entered onto the school tracking system, Insight.
- His/her progress is reviewed formally every term and a judgement is made in relation to their overall attainment in reading, writing, maths and science.
- Pre-Key Stage Assessments may be used where children are not showing rapid progress to identify the small steps of progress that are being made.
- Pupil Progress meetings are held with SLT where progress and attainment of all pupils is scrutinised.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This process is a government requirement, which all schools complete and the results that are published nationally.
- Children identified as requiring additional SEND support will have a My Plan or My Plan + which identifies both their needs and smaller outcomes which they will work to achieve within a limited timescale, alongside the support being provided. These will be reviewed with parental involvement at Parent Teacher Reviews. My Plans are sent home three times a year to



inform parents about the support their child is receiving and to encourage consistency between home and school when supporting the child. Parents are able to respond to the My Plan/My Plan+ and add further views should they wish. If a Team Around the Family meeting (TAF) is held the My Plan/My Plan+ will be discussed and updated as required.

- Pupil Voice is an important part of planning support for children. Pupils receiving support at Level Three (See Intervention and Support Guidance below) are asked about their favourite subjects and where possible we ensure they are not withdrawn from these lessons. For all other intervention and support, intervention times are rotated so that all pupils have access to a broad and balanced curriculum. Pupils identified as having SEND are represented in all Pupil Voice monitoring to ensure that their views about school and learning are heard.
- The progress of children with an EHCP is formally reviewed at an Annual Review alongside parents and all adults involved with the child's education. The pupil will attend part of their EHCP review to share their views. If the child is unable to share their views they still attend to see that school and home are working together to support them. As the outcomes on an EHCP are designed to be achieved by the end of a key stage, we break the outcomes down into achievable end of year outcomes, which then informs the My Plan+.
- When specific interventions for support are put in place, these are monitored closely by both the class teacher and Inclusion Manager to check that a child is making good progress. Where progress is less than expected, provision will be adapted or changed. The Inclusion Manager analyses Value for Money ensuring that all interventions are adding value to a child's learning.
- Regular book looks, lesson visits, learning walks and Pupil Voice discussions will be carried out by the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How will my child's views be collected?

We value and celebrate each child's views and actively encourage them to share these about all aspects of school life. One of the ways we do this is through the School Council which has an open forum for any pupil issues or viewpoints to be raised. There is also an annual pupil questionnaire where we actively seek the viewpoints of children and we regularly meet with pupils for Pupil Voice to discuss their learning and different aspects of school life. Pupils identified as having SEND are always represented in Pupil Voice Sessions. Some pupils will complete a "My Profile" to gain a further insight into the support they may need. Pupils receiving



support at Level Three (See Intervention and Support Guidance below) are asked about their favourite subjects and where possible we ensure they are not withdrawn from these lessons.

If your child has an EHCP then their views will be obtained before any meetings and they are encouraged to participate in their Annual Review Meeting.

Pupils may also complete a "My Profile" document to share their views with external agencies.

What support will there be for my child's overall wellbeing?

We are an inclusive school and we welcome and celebrate diversity. We focus heavily on relationships and ensure that staff act as Emotionally Available Adults (EAAs) for our pupils.

Central to the Catholic Social Teaching is our commitment to ensuring all pupils are able to develop in a caring, fair and understanding environment where every child feels valued, respected and safe. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, and should be contacted via the school Office if there are any concerns.

If further pastoral support is required, the class teacher can make a referral to the **Pastoral Team** who will devise a programme to meet their needs in liaison with the class teacher and the Inclusion Lead. They also work with children and families, provide home visits and make referrals for parenting support as needed.

As a Mental Health Trailblazer School, we have access to the Young Minds Matter team who can offer mental health support to children, including Cognitive Behavioural Therapy (CBT).

Teachers can nominate pupils each term to attend Social Emotional Aspects of Learning (SEAL) intervention. There are different topics each term including "Going for Goals", "Getting on and Falling Out" and "Good to Be Me." Children attend a small group of mixed year groups to promote confidence and resilience.



Our PSHCE curriculum ensures pupils understand how they can keep themselves and their minds healthy and what to do if they are worried.

How does the school support pupils with a range of needs?

Pastoral Department:

We have an experienced Pastoral department who have undertaken training in emotional well-being including Attachment difficulties, Trauma, Bereavement support, Anger Management, Solution Focused Training, Outdoor Learning and Sand and Play Therapy. They have developed good links with all relevant agencies and offer outreach support to other schools as a Pastoral Hub of the local area

They can make a referral to the School Nurse and give advice on strategies such as sleeping and toileting. They will support individual pupils with social emotional and mental well-being issues as well as child Safeguarding.

They will work closely liaising with parents, teachers, Head teacher and Inclusion Lead. Parents will always be consulted and involved in any decisions and referrals made, unless this is not possible due to safeguarding reasons.

EAL Department:

We are proud to be able to offer support to pupils with English as an Additional Language. We recognise that this is not a type of SEND, but it may mean some children require additional support. We have staff members whose first languages include French, Polish, Italian and Spanish which means we are able to translate specific key words or concepts for some children to reinforce their understanding. We also use Widgeo to provide visuals and support children who are in the process of acquiring English.

Social, emotional and mental health needs: Emotional health and well-being is supported by making sure that children who find change difficult are prepared for any transition. A range of strategies will be put into place depending on the needs of the child including being part of a transition group or making their own transition book, which they can revisit during the summer holidays.

To promote positive friendships, we use 'circle time' involving the whole class. Children are referred to the Pastoral Team if there are concerns and specific support is personalised to meet their needs.



The SEAL, SEAL Pups and Silver SEAL programme is delivered to target children to support with topics such as 'Good to be me' to develop self-esteem, and social skills. We offer a range of interventions and therapies to support our pupil's mental wellbeing. Where necessary we can offer bereavement support for pupils and give advice to families. All staff are trained in Trauma Informed Relational Practice and can support pupils in settling at school and forming relationships.

Please see Support and Intervention Guidance below.

Physical needs:

We work closely with Physiotherapists and Occupational Therapists for the children with physical needs. Through regular liaison we obtain advice and guidance to support individual pupils. They also provide training for staff.

We liaise closely with medical agencies, Physiotherapists and Occupational Therapists and other health professionals to ensure that we effectively meet the needs of pupils with physical needs.

The school has two lifts, ramps and accessible toilets. Please see our accessibility plan for more details.

Teachers and Teaching Partners supporting individual pupils follow up any recommendations and provide interventions recommended by outside agencies, including handwriting or fine motor skills, or the Fizzy Programme, to develop gross motor skills, either individually or in small groups.

Our open-door policy encourages partnership working with parents/carers. We ensure that Parent/Teacher Reviews and multi-agency meetings are arranged at times which allow parents and carers to attend. We value what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs, setting individual targets and recommending strategies to support their child.

Please see Support and Intervention Guidance below.

Social communication and interaction needs:



Training has been provided for staff at the school on supporting pupils with social interaction and communication difficulties including children with Autistic Spectrum Difficulties. We work closely with the Advisory Teacher Service for Social Interaction and Communication and their strategies and recommendations are implemented, such as the use of visual timetables in every classroom.

Social stories are used to support pupils to understand social rules and enable them to develop social skills and understand social conventions. We have experience of using Pre-Teaching vocabulary, the use of visuals to aid language skills, timers, stress/fiddle toys and specialist seating to support pupils.

Transition plans are used to support changing classrooms and pupils are supported to manage any changes in their daily routines, building relationships with the new teaching team and familiarising themselves with a new environment.

We work closely with Local Pre-Schools and Secondary Schools to ensure that the transition in and out of primary education is managed as smoothly as possible. For some pupils additional transition visits can be arranged.

We have regular liaison with the speech and language therapist to implement personalised language development programmes for individual children.

Please see [Support and Intervention Guidance below](#).

Cognition and Learning needs:

Quality first teaching is delivered across the school and the children's progress is monitored in each lesson. If a pupil has struggled to achieve a particular objective they will work in a guided group with the class teacher, they will then receive an immediate intervention in the afternoon with the teaching partner to revisit the key learning points.

We also offer a range of structured interventions for pupils with cognition and learning needs.

We also work closely with a range of agencies including the Advisory Teaching Service for Cognition and Learning, Speech and Language Therapists and Educational Psychologists, some pupils need to access further support from these professionals in order to access the curriculum effectively.



Please see Support and Intervention Guidance below.

How will the school prepare and support my child to join the school and then transfer to secondary school?

We encourage all new children and parents to visit the school prior to starting when they will be shown around the school and any concerns can be addressed.

There will be a meeting prior to starting school outlining key information and dates. A home visit is conducted prior to starting in Early Years Foundation Stage to ensure that there is a smooth transition into school.

For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings and devise a transition plan to specifically meet their needs. We will also liaise with any outside agencies and ensure that all recommendations are carried out.

Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for our more vulnerable pupils. We liaise closely with Secondary school staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education, Health and Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend with parents and develop an effective transition plan.

Support and Intervention Guidance

The type of support and intervention offered is informed by a range of evidence, in particular, evidence and research provided by the Education Endowment Foundation
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Support structure	Type of provision	Communication between school and home
In class for all pupils	Universal Provision • First Quality Teaching • Teaching for mastery – deep and secure understanding of learning • Use of questioning • Use of manipulatives	All parents will receive 3 updates a year about their child's progress, parent/teacher meetings in the Autumn and Spring term and a written report in the summer term.



	• Use of visuals including Widgit symbols, dyslexia friendly coloured notebook slides • Mixed ability seating in classrooms • Use of the Learning Pit to allow pupils to self-reflect on their learning and track their own progress. • Growth Mindset approach • Focus on Oracy skills • Metacognition opportunities planned into lessons	The School operates an open-door policy and parents can approach their child's teacher in the first instance with any questions or concerns. Parents can email parent@st-gregorygreat.gloucs.sch.uk to arrange to speak to the class teacher.
In class and group teaching and support	Level 1 • Same day intervention including oracy and metacognition activities and opportunities • Precision teaching – supporting a specific objective from the current stage of the pupil's curriculum • Group work in class supported by the class teacher, teaching partner or EAL team member including oracy and metacognition activities and opportunities	As above This support is often very fluid and children dip in and out as required. This is not formally reported between home and school.
In class, and out of class group teaching and support.	Level 2 • Structured interventions to enable rapid progress • Group work with Pastoral Team for a range of needs • EAL support in small groups in and out of the classroom • Tuition and booster groups • Phonics breakfast	All parents will receive 3 updates a year about their child's progress, parent/teacher meetings in the Autumn and Spring term and a written report in the summer term. The School operates an open-door policy and parents can approach their child's teacher in the first instance with any questions or concerns. Parents can email parent@st-gregorygreat.gloucs.sch.uk to arrange to speak to the class teacher. Pupils accessing this level of support may have a My Plan and may be identified as having a Special Educational Need or Disability. Parents will be informed if their child has a My Plan.
Small group and 1:1 support in and	Level 3	As above, however pupils accessing this type of support will have a My Plan or My Plan+ and will



out of the classroom. Time working with external agencies such as Advisory Teacher, Educational Psychologist or Speech and Language.	• Intensive and bespoke intervention tailored to individual need including oracy and metacognition activities and opportunities • Small group and 1:1 support in and out of the classroom. • Learning sessions in the Unicorn Room (KS1) and the Pegasus Room (KS2) targeting key objectives from previous year groups (previously known as 'High Needs') including oracy and metacognition activities and opportunities • Planned opportunities for pupils to recall and apply new learning. • Teaching specific skills and giving resources to take into the classroom to support independence • Life skills • Support from external agencies including Speech and Language, Advisory Teaching Service, Occupational Therapy, Educational Psychology Service, Inclusion Team, Young Minds Matter – Mental Health Support. • Team Around the Family Meetings (TAFs) may be held to discuss and plan further support • 1:1 Pastoral support • Therapeutic work	be identified as having a Special Educational Need or Disability. Parents will be informed if their child My Plan+.
1:1 support in and out of the class room. Break and lunchtime support where necessary.	Level 4 • Specialist support provided through an Education, Health and Care Plan • Dual placement with another setting • Part Time Timetable • Possible move to specialist provision if needs are not met through EHCP provision in mainstream setting.	Pupils will have a My Plan+ and will be identified as having a Special Educational Need or Disability. A My Assessment will have been completed and reports produced by other agencies to examine needs and suggest possible support to be funded through an EHCP. School, parents and other agencies will work closely together and have regular contact throughout the school year.



		Parents will be involved in the process of securing an EHCP. Annual reviews held alongside My Plan+ documents.
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The level of provision a child needs may increase or decrease depending on the progress they are making. This is reviewed regularly by class teachers with support staff, the Inclusion Team and the Wider Senior Leadership Team.

Some pupils, particularly in Statutory Assessment Years (Y2 and Y6), may be invited to attend additional tutoring. These are either before or after school.

Pupils may be invited for additional Phonics sessions across the school. This is either before or after school.

Pupils may be identified as benefitting from Tuition funded through the Covid Catch Up fund or Covid Recovery Fund. This is usually delivered outside of the usual school day. (Is this still available?)

Interventions offered

Intervention	Level of support	Description	Subject/skills targeted
Rapid Writing	Level 2	RW supports, spelling, phonics, hand writing and sentence structure. These children will be just below ARE and identified by phase leaders through data. Children on this intervention do not need to be on separate interventions for phonics or fine motor skills.	Phonics Spelling Fine Motor Writing
Numicon	Level 2	For children below ARE and/or with SEND – Numicon should be used as an added resource in lessons. Numicon can also be used to help with reasoning in immediate Maths intervention	Maths



		Some children in KS1 can use it as an intervention to help support children in EYFS and KS1 to meet objectives.	
Catch Up	Level 2	For children 6 months below their chronological age. Intervention to last one programme booklet. Delivered twice a week for 15 minutes each session time. Children should make 5 months progress after the 10-week sessions.	Reading
Nessy	Level 2	For KS2 children who have not passed phonic screening or children identified with Dyslexic tendencies.	Spelling Phonics
Speech and language (Under instruction from Therapist only)	Level 3	<u>Language for thinking- as a resource</u> Usually, children who have a SALT will have a TP who is assigned to those children for sp/l to follow up SALT reports. This should take place twice a week for 15 minutes. If a child who has a 1:1 support and working with a SALT, their 1:1 will complete the targets from the reports.	Speech, Language, communication Expressive and receptive language needs
Fizzy	Level 2	Children with EHCPs or struggling with gross motor skills should attend Fizzy. Involvement from Occupational Therapy may recommend Fizzy.	Gross motor Fine motor
SEAL	Level 1	Children placed on this through class teacher nominations and liaison with SEAL Lead. Children who would benefit from gaining support with social and emotional needs. Children's academic progress does not have a bearing on who can do this.	Emotions Confidence Resilience Friendship
Fine motor	Level 2	<u>Speed Up/Hands on- resources</u> Speed up – KS2. This is a multi-sensory handwriting programme. Hands on- KS1. This is to aid poor fine motor skills identified by the class teacher.	Handwriting Fine motor



Talk Boost	Level 2	Oracy based interventions to support speaking, listening and oracy skills (Do we deliver this?)	Oracy Speaking and listening Turn taking Social communication
Precision Teaching	Level 1-4	This is a simple but intense teaching method aimed at helping a child to embed facts such as letter sounds, single word reading, times tables etc. The method aims to enable a child to recall the targeted facts in order to be able to apply it independently in class. Because it allows high level repetition of the facts to be learnt, it is effective at accelerating progress in word reading, for example, if the following basic principles are followed: specifically targeted facts to learn eg secure recognition of 10 high frequency words or spell 5 topic words; daily 1-1 teaching session for no more than 15 minutes per session; deliver the teaching in the 'flash card' method; daily assessment recorded in scores for the child to compete against; programme delivered over fixed period of time, eg 8 weeks and repeated/extended as necessary	Reading Writing Maths Number facts Spelling Phonics
Pre-Teaching	Level 1-4	Sessions will need to take place at specific times in the day for example during number sense/Letters and sounds ready for the maths and English lessons. Teachers will need to provide some information about key vocabulary that the children will be using over the coming lessons.	Vocabulary – core and foundation subjects



		Groups will be small and be seen a couple of times a week. Pupil Premium children will be targeted initially to combat the word gap (https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf)	Key concepts and skills across the curriculum
Times table Booster	Level 2	Predominantly for pupils in Y3 and Y4 to support and overlearn times tables facts in readiness for the times table check.	Maths Number facts
KS2 Writing and Comprehension	Level 2	Support for KS2 pupils to develop skills in reading and writing including fluency and using the text to support ideas and arguments.	Reading Writing Spelling
Frequent Readers	Level 2	All pupils regularly read to an adult in school. Each class has an identified 20% of pupils who would benefit from more frequent readers.	Reading Phonics
KS2 Spelling	Level 2	Support based around key spelling patterns or rules pupils may find challenging. Strategies are taught to spell words accurately.	Writing Spelling
Unicorn (KS1) and Pegasus (KS2) Groups	Level 3	This intervention is for children who are two or more years below age related expectation, and for those that traditional intervention has not impacted. The sessions are usually made up of 3-4 children and are carefully tailored to build resilience and confidence in learning, focus on oracy and metacognition skills and enable children to master key objectives they have not grasped in previous years to strengthen their foundations for future learning. This intervention uses a range of approaches including pre-teaching, precision teaching, using manipulatives, understanding how we learn, attitudes to learning, recall opportunities and exposure to vocabulary.	Reading Writing Maths Spelling Phonics Knowledge and understanding across the curriculum Confidence Resilience Oracy Learning behaviours



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