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Serving everyone in our community
Partnership of love, ambition, joy and peace

St Gregory's CATHOLIC SCHOOL

Special educational needs and disabilities (SEND) information report

Model policy template			
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website SEND_Policy_2026-27.pdf

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school acknowledges pupil cohorts with additional need and might typically support pupils with a primary diagnosis as indicated below:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

The Inclusion Team is led by Mrs. S. Hawkins who is the SENCO and Assistant Head Teacher. We have 5 teaching assistants who are trained to deliver interventions and support students within the classroom.

2 members of the team are ELSA-trained Teaching Assistants who provide additional support and run intervention groups and 1:1 ELSA sessions.

One TA leads the specialist SEND support room (NA4) and has a Level 5 qualification in supporting students with Speech and Language difficulties. The remainder are assigned to specific students as appropriate and are also completing a variety of qualifications to enhance their professional practice.

In addition to this we also have an SRP (specialist resource provision). This is only for students with an EHCP for profound hearing impairment and placement is determined by the LA (local authority). The SRP is led by Mrs. Hayes who is the Teacher of the Deaf, her deputy is Mrs. Burgess and they manage a team of Specialist Teaching Assistants who are qualified to deliver specialist BSL communication.

As a priority, teaching assistants will support pupils who have been issued with an EHCP. Where possible we try to avoid TAs working 1:1 with students as we want to give the students the opportunity to develop independence and resilience as learners.

The Inclusion Team now also have 3 members of staff (Inclusion Attendance Practitioners) to support with attendance and breaking down barriers that might be affecting the progress and potential of our most vulnerable students.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs S. Hawkins.

She has 5 years-experience in this role and has worked as a Science Teacher for 25 years following completing an Honours Degree in Cellular and Molecular Pathology at the University of Bristol in 1998. She is a qualified teacher and continues to teach Biology in conjunction with the SENCO roles and responsibilities.

She achieved the National Award in Special Educational Needs Co-ordination in 2021 and was awarded a Master of Education Degree in 2011.

She is allocated 11 hours week to manage SEND provision.

Assistant SENCOs

The SENCO is supported by 3 Assistant SENCOs who are attached to specific year groups and should act as a first point of contact for any SEND concerns.

Mrs J. Tallent (jtallent@sgschool.org.uk) – **Transition and Year 7**

Mrs Tallent has a number of professional qualifications including the Level 5 Specialist Dyslexia Teacher.

Mrs R. Chadwick (rchadwick@sgschool.org.uk) – **Year 8 and 9**

Mrs Chadwick has a number of professional qualifications and is our qualified Trauma Informed Practitioner. She also oversees provision for the EAL students.

Mrs R. Gamble (rgamble@sgschool.org.uk) – **Years 10 - 13 including Access Arrangements**

Mrs Gamble has a number of professional qualifications including a Level 7 CT3PA which enables her to test students for entitlement for Access Arrangements.

Subject teachers

All of our teachers receive in-house SEND training and are supported by the SENCO to meet the needs of pupils who have SEND.

We run a continuous training programme. In the last academic year (2025-2026) we delivered training on the use of the MCS to support all learners effectively with a focus on supporting students with ADHD, autism and dyslexia. Staff also completed training on how to support students to better regulate themselves in the classroom. Staff are currently completing a number of extended training courses including Level 5 BSL and Level 5 HLTA.

Teaching assistants (TAs)

We have a team of 5 TAs, including 1 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, TAs have been trained in Deaf Awareness and how best to support students in class.

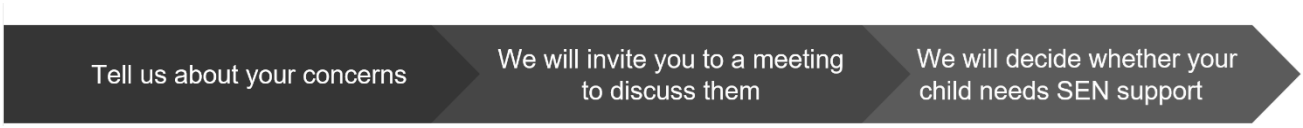
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Specialist Teachers from STLS
- Educational psychologists
- Occupational therapists
- Physiotherapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- NHS Emotional Wellbeing Team
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEND?

If parents have concerns about their child in terms of SEND, in the first instance please contact the appropriate Assistant SENCO (email addresses above).



If you think your child might have SEND, the first person you should tell is your child's ASENCO.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

We will assess each pupil's current skills and levels of attainment on entry using the CAT scores, which will build on previous settings and Key Stages, where appropriate. We will also use the SATs data provided from Primary Schools.

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the ASENCO and will contact you to discuss the possibility that your child has SEND.

The ASENCO will observe the pupil in the classroom and will gather as much information as possible with your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The ASENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO and ASENCO will review the evidence and will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the ASENCO will work with you to create a SEND support plan for them.

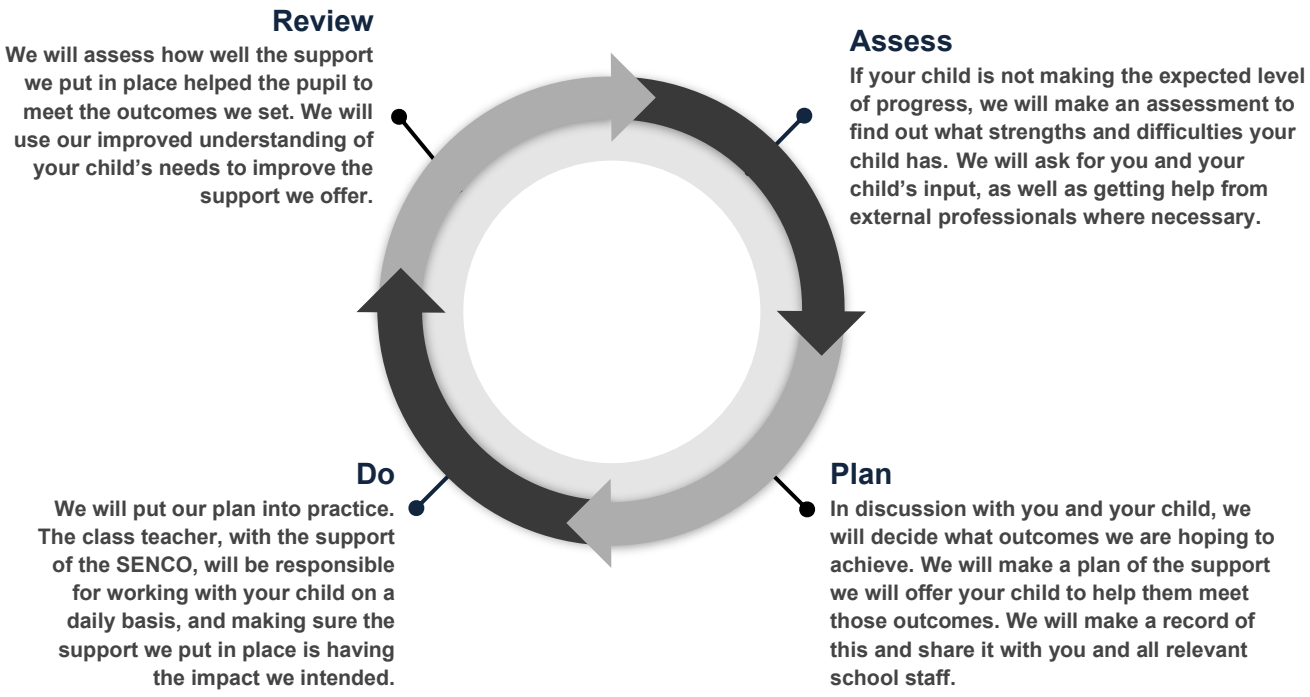
5. How will the school measure my child's progress?

We evaluate the effectiveness of provision for pupils with SEND and measure progress by:

- Reviewing pupils' individual progress towards their goals as part of the Assess and Review cycle
- Reviewing the impact of certain interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHCPs
- Using assessment data
- Carrying out inclusion learning walks
- Working with parents in a number of different ways

We will follow the ‘graduated approach’ to meeting your child’s SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child’s education?

As a whole school policy, we will provide termly reports on your child's attainment and a full school report once per year.

There will be the opportunity to attend parents evening once per academic year to set clear outcomes for your child’s progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you’re the expert when it comes to your child’s needs and aspirations. So we want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's ASENCO.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching via the Mainstream Core Standards is our first step in responding to pupils who have SEND. It is expected that the majority of students will have their needs met in this way.

For students on the SEND register, interventions are available and are included within the provision plans for each student. Only students with an EHCP (E) or a K code are formally included on the SEND register. Students who have a need that staff need to be aware of are indicated by the code 'M' (Monitoring). This is communicated to all teachers via Arbor.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis as appropriate e.g. to provide BSL support for Deaf students
- Teaching assistants will support pupils in small groups as appropriate

We may also provide the following interventions:

Intervention	Why?	Judging the impact of intervention
Executive Functioning Years 7-9	This intervention is designed to support students who struggle with executive functioning—skills including planning, organization, time management, and self-regulation. It targets pupils with ADHD, autism spectrum disorder (ASD), or related difficulties, aiming to improve both academic performance and social engagement. Skill Development: Focus on building independence, self-advocacy, and organizational skills. Improved ability to manage tasks, schedules, and responsibilities. Increased engagement in academic and social activities and better preparation for life.	Students complete a supported self-evaluation at the beginning and end of the course (10 weeks). **Students will exit the intervention when they have made sufficient progress.**
ELSA Years 7-13	An ELSA is a specialist teaching assistant who has been trained to work with children who are showing a wide range of emotional or social difficulties for example; anxiety, low self-esteem, problems with anger etc. ELSAs have been chosen for their ability to build good relationships with children.	Students become better at self-regulation and talking about their emotions. Students will accrue fewer behaviour events. **For the sake of continuity of support this will continue until the student deems it is no longer helpful or necessary.**
Maths intervention Years 7 - 9	Supporting students in developing their numeracy skills so they can access the curriculum and make appropriate levels of progress.	Students have a baseline test which informs the direction of the intervention. **Assessed every half term (approximately 6 weeks). Students will exit the intervention when they have made sufficient progress.**
Maths for Life Programme	A new programme that - • delivers the maths learning that your child needs to live independently and operate in the world we live in today. • does not have a set timescale, it can be started at any time and the maths milestones attained on an individual path. • simplifies maths and has been developed with empathy by those that understand and live in the SEN world.	This may either be used as an intervention or by the class teacher as appropriate.

Reading intervention Years 7 - 9	Supporting students in improving their comprehension and reading fluency so they can access the curriculum and make appropriate levels of progress.	Students have a baseline test. Progress is measured against this (reading and spelling). Sessions can be tailored to specific weaknesses. **Assessed every half term (approximately 6 weeks).** **Students will exit the intervention when they have made sufficient progress.**
Catch up reading Year 7	A programme for struggling readers. Uses 2 short sessions a week to improve reading by focussing on word recognition and comprehension.	Students have a baseline test. Progress is measured against this (reading and spelling). Sessions can be tailored to specific weaknesses. **Assessed every half term (approximately 6 weeks).** **Students will exit the intervention when they have made sufficient progress.**
Speech and Language support Year 7 - 9	An individualised programme of support based on recommendations from our link SALT.	Students have a baseline test. Progress is measured against this. **Assessed every half term (approximately 6 weeks).** **Students will exit the intervention when they have made sufficient progress.**
Mentoring/check ins Years 7 - 13	Students will check in with a key adult in order to talk about the day ahead and any worries they might have. Younger students may use the Incredible 5-point scale to identify how they are feeling so we can support them with self-regulation.	Students will become more confident in explaining how they are feeling. They will learn to recognise and manage different triggers at school. **For the sake of continuity of support this will continue until the student deems it is no longer helpful or necessary.**
Art Therapy Individual students across any year group.	Art therapy is a tool we can use to help students interpret, express, and resolve their emotions and thoughts. Students work with a trained TA to explore their emotions, understand conflicts or feelings that are causing them distress, and use art to help them find resolutions to those issues.	Students will be able to resolve issues in a non-judgemental way and will experience a greater sense of emotional-wellbeing. **For the sake of continuity of support this will continue until the student deems it is no longer helpful or necessary.**

Words First Literacy Year 7	Words First is a stand-alone programme specifically designed to teach children to read and write high frequency words. The first story book is based on just 12 of the high frequency words. No other words are used. This is used only in the case of students who need a non-phonics based approach.	Students have a baseline test as part of the programme. Progress is measured against this. **Assessed every half term (approximately 6 weeks).** **Students will exit the intervention when they have made sufficient progress.**
Fresh Start Literacy Year 7 - 9	A specialist phonics and reading programme delivered by a TA who has attended the Fresh Start training. Students are taught at their challenge point, so they learn to read accurately and fluently. They will also develop good comprehension, spelling and punctuation skills through targeted activities.	Students have a baseline test as part of the programme. Progress is measured against this. **Assessed every half term (approximately 6 weeks).** **Students will exit the intervention when they have made sufficient progress.**
Lunch SEND craft club Years 7 - 9	A chance to meet with like-minded friends to carry out some fun craft-based activities.	Students will make new friends in informal surroundings and have some fun! Numbers are limited so places have to be requested from the SEND team.
After School SEND Cooking club Year 7 - 8	This is a way of developing social-communication skills and making new friends while learning how to cook (and eat!) some simple foods.	
After School Homework club	Students can attend after school sessions with a TA who can support them with organising and completing homework.	Students will complete more of their homework to a good standard. Numbers are limited so places have to be requested from the SEND team.

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

The SEN Notional Budget

The notional SEN budget for mainstream schools: operational guidance - GOV.UK (www.gov.uk)

The notional SEN budget is **not** a budget that is separate from a school's overall budget. It is an identified amount within a maintained school's delegated budget share or an academy's general annual grant. It is intended as a guide for a school's spending decisions, and is neither a target nor a constraint on a school's duty to use its 'best endeavours' to secure special provision for its pupils with SEN.

The St Gregory's SEN Notional Budget for 2026-2027 is £1,046,144.

The Inclusion Strategy

In addition to the SEN Notional Budget, the DfE is supporting schools financially to develop an Inclusion Strategy. The St Gregory's Inclusion Strategy will be published on the website by the 31st of December 2026. The amount committed for the 2026-2027 academic year is £55,550.33.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

We also receive a small amount of funding for some students who have an EHCP and can access additional funding as appropriate via the Community of Schools group.

11. How will the school make reasonable adjustments to ensure that activities are accessible to my child alongside pupils who don't have SEND?

We make the following adaptations:

- Adapting our curriculum to ensure all pupils can access it, for example, by flexible grouping, 1:1 work, teaching style, the content of the lesson, etc.
- Adapting our resources and staffing using recommended aids, such as laptops, iPads, coloured overlays, coloured paper, visual timetables, larger fonts, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching key vocabulary, reading instructions aloud, etc.
- Exam concessions, such as rest breaks, prompts, extra time and use of the word processor.
- Oral language modifier (OLM)
- Sign language (BSL)
- Our accessibility plan covers the extent to which disabled pupils can participate in the curriculum.

All of our extra-curricular activities and school visits are accessible to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in all parts of school life.

No pupil is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to make the activities accessible.

12. How does the school make sure the admissions process is fair for pupils with SEND?

Admission arrangements

The admission of pupils with an EHC Plan is dealt with by a completely separate procedure which is integral to the making and maintaining of EHC plans by the pupil's home local authority. Details of this separate procedure are set out in the SEN Code of Practice. All children whose education, health and care (EHC) plan names one of the schools will be admitted before any other places are allocated.

All schools participate in the Local Authority's Fair Access Protocol to allocate places to vulnerable and other children in accordance with the School Admission Code. Admitting pupils under the protocol may require the school to admit above the published admission number for the relevant year group and may mean that a child directed to the school by the Local Authority will take precedence over those children already on the waiting list.

At St Gregory's Catholic School, we are committed to providing every student with a world-class Catholic education within an inclusive and caring community where every child is known and loved. Inspired by the life of St Gregory, we recognise the unique dignity, value and God-given potential of every individual. As such we welcome the admission of neurodivergent students into our student body.

13. How does the school support pupils with disabilities?

St Gregory's strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect under the Equality Act 2010. Students should be provided with the opportunity to experience, understand and value diversity. The admission of students with disabilities is considered in the first instance in the same way as non-disabled students. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate students with disabilities should parents wish. Steps are taken to prevent any students being treated less favourably than other students. In practice we ensure that classroom and extra-curricular activities encourage the participation of all students, including those categorised as having Special Educational Needs.

The Equality Act requires that schools must have an accessibility plan aimed at:

a) Increasing the extent to which disabled pupils can participate in the curriculum.
b) Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
c) Improving the availability of accessible information to disabled pupils.

We are committed to working towards providing a fully accessible environment which values and includes all students, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

St Gregory's plans, over time, to increase the accessibility of provision for all students, staff, and visitors to the school. The Accessibility Plan will contain relevant actions to:

a) Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
b) Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
c) Improve the delivery of written information to students, staff, parents, and visitors with disabilities.

Information Gathering

The collection of information is crucial in supporting St Gregory's in making decisions about what actions would best improve opportunities and outcomes for disabled students, staff, and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved.

Identifying disabled students, staff, parents, and other users of the school is key to the development of the plan.

The views of the disabled students, staff, parents, and other users of the school will be used to set priorities.

Setting Priorities

The priorities for the Accessibility Plan will be set in the light of:

a) An examination of the information that the school has gathered.
b) Any information that the school has heard from disabled students, staff, and parents.

Some of the priorities identified will themselves be about:

a) Improving information
b) Improving the involvement of disabled students, staff, and parents.

Increasing the extent to which disabled students can participate in the school curriculum

The following priority actions are to be introduced to increase student participation in the curriculum:

a) Review of current curriculum and the establishing of inclusivity – PE in particular have looked at a total adaptation of their curriculum and are ensuring all lessons are inclusive and accessible from September 2024.
b) Addressing of any areas of deficit and taking appropriate action – major works have taken place to improve accessibility.

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

The following priority actions were completed to improve physical aspects of the environment:

a) A safer route between buildings for wheelchair users – major works were undertaken in the Summer 2024 and there is now a safe accessible route from the Newman Building to the Aquinas Building.
b) Accessible doors to access performing arts/music – the works are ongoing with the doors but accessibility improvements have been made to the area leading to music and drama.

Accessibility Action Plan

This is available in the Policies section on the St Gregory's website.

Accessibility_Plan.pdf

14. How will the school support my child's mental health and emotional and social development?

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

- Pupils with SEND are encouraged to be part of the school council and the Chaplaincy team
- Pupils with SEND are also encouraged to be part of the Inclusion lunch club to promote teamwork/building friendships
- An additional lunch club has just been launched (November 2026) for neurodivergent girls in Year 7 and 8 to give them space to discover themselves and to forge new friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by having a dedicated Inclusion team for each phase of the school
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having and using a robust anti-bullying proforma
- We have on-site school counsellors who can offer immediate counselling support (Place2Talk) to students or a longer programme of weekly sessions (Place2Be)
- We offer Connect Mentoring which is designed to support students develop their resilience and problem solving skills
- We work closely with the NHS Wellbeing Team who have supported us in developing a programme for students with EBSA and a programme for Year 10 students to manage exam stress
- Students may be offered ELSA with one of our qualified ELSA practitioners

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between phases (Primary to secondary)

We work very closely with all feeder schools to ensure a smooth transition into St Gregory's. This involves meetings with the SENCO from each feeder school. We run additional transition events in Term 6 for those students who require additional transition support. We have a dedicated Assistant SENCO, Mrs J. Tallent, who manages transition and will be overseeing SEND provision for our Year 7 pupils.

Onto adulthood

As pupils come to either at 16 or 18 we will share information with the school, college, or other setting that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEND?

Mr. Cumber (jcumber@sgschool.org.uk – Designated Safeguarding Lead) will work with Mrs. Hawkins, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the Trust's complaints policy. Kent Catholic Schools' Partnership - Policies and Privacy Notices.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

More information about disagreement resolution and mediation services in the Kent Local Authority area can be found here, and for the Medway Local Authority area here.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent County Councils local offer. KCC publishes information about the local offer on their website:

Special educational needs and disabilities (SEND) - Kent County Council

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Home | IASK

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages