St Gregory's CATHOLIC SCHOOL

SEND Information Report 2026-2027

Approved by: Mr M. Wilson

Date: 11.09.2026

Last reviewed on: 11.09.2026

Next review due by: 12.09.2027

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1. Aims

Our SEND information report aims to:

• Set out how our school will support and make provision for pupils with special educational needs (SEND)

• Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. Legislation and guidance

This information report is in line with the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

• Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities Children and Families Act 2014 (legislation.gov.uk)

• The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report The Special Educational Needs and Disability Regulations 2014 (legislation.gov.uk)

• The Equality Act 2010, The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. Equality Act 2010 (legislation.gov.uk)

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

• A significantly greater difficulty in learning than the majority of others of the same age, or

• A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

The SEND Team are the responsibility of Mrs Samantha Hawkins (SENCO) who takes strategic responsibility for the department and the team. The team can be contacted via the SEND email: SEND@sgschool.org.uk.

4.1 The SENCO

The SENCO is Mrs Samantha Hawkins (Bachelor of Science with Honours; Master of Education; NPQSL and NASENCO).

Mrs Hawkins will:

• Work with the Headteacher, Deputy Headteachers and the SEND governor to determine the strategic development of the SEND policy and provision in the school.

• Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

• Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.

• Advise on the graduated approach to providing SEND support.

• Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

• Be the point of contact for external agencies, especially the local authority and its support services.

• Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.

• Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

• Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor

The SEND governor is Dr J. Disson. She can be contacted via email: joannadisson@sgschool.org.uk.

The SEND governor will:

• Help to raise awareness of SEND issues at Governing Body meetings.

• Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body on this.

• Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteacher

The Headteacher will:

• Work with the Senior Leadership Team, the SEND team and SEND governor to determine the strategic development of the SEND policy and provision in the school.

• Have overall responsibility for the provision and progress of learners with SEN and/or a disability via the SEN Notional Budget and additional funding as appropriate.

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.

4.4 Class teachers

Each class teacher is responsible for:

• The progress and development of every pupil in their class using the Mainstream Core Standards (MCS) as a starting point. These can be found in the SGS Whole School SEND folder on Teams.

• Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

• Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.

• Ensuring they follow the school's SEND policy.

5. SEND information report

5.1 SEND outcomes for Year 11

Progress 8 scores were not available for the 2025 or 2026 cohorts. Attainment 8 scores are shown below.

Attainment 8 Scores		
Student group	2025	2026
EHCP (E code)	15.7	28.5
K code	23.08	32.5
E and K code	20.37	29.95
All students	43.97	44.81

Although the results are showing an upward trend, we remain committed to closing the gap between our SEND and non-SEND students. We will work relentlessly for the best possible outcomes for all of our students.

SEND outcomes for Year 13

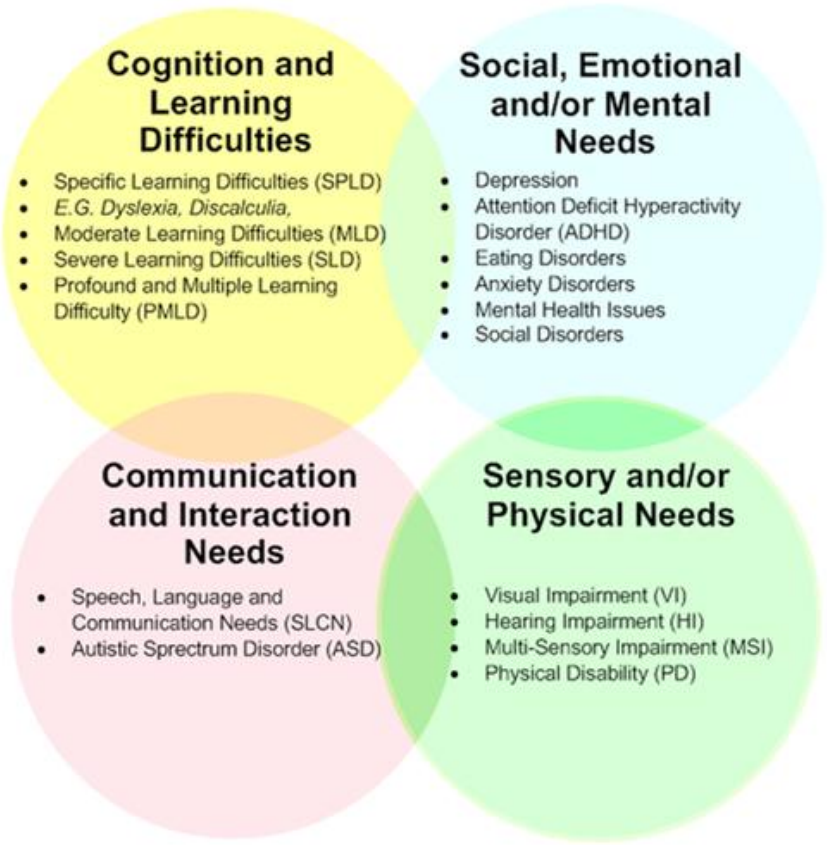
APS per Entry Academic			
	2024	2025	2026
EHCP (E code)	NA	40	16.67
K code	35.45	NA	NA
E and K code	35.45	40	16.67
All students	31.65	29.59	29.68

APS per Entry Vocational			
	2024	2025	2026
EHCP (E code)	NA	46	NA
K code	37.50	NA	21.5
E and K code	37.50	46	21.5
All students	27.08	26.93	27.99

The 2026 results show a dip across both Academic and Vocational entries compared to the strong SEND performance in previous years.

St Gregory's currently provides additional and/or different provision for a range of needs.

This includes but is not limited to the 4 main areas of need:



5.2 Identifying pupils with SEND and assessing their needs

Breakdown as of September 2026

	Total	% as a total of whole school
E	24	2.2
K	53	4.9
E&K	77	7.1
M	249	22.9
E, K and M	326	30.0

Students with an E or K code are on the SEND register. Students can be designated with an M code to flag up to their teachers that they need to be aware of an additional need. This does not necessarily mean a special educational provision needs to be made.

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.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

• Is significantly slower than that of their peers starting from the same baseline

• Fails to match or better the child's previous rate of progress

• Fails to close the attainment gap between the child and their peers

• Widens the attainment gap. This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We do have various assessment tools available that can indicate various needs but these cannot be used diagnostically. These include –

- BVPS
- Lucid testing
- Dyslexia screening and portfolio
- Dyscalculia screening
- WRAT-5

If a student requires extra time as part of their normal way of working we can investigate additional testing by a Specialist Assessor to determine if they would qualify for access arrangements in external examinations. This is very tightly regulated by JCQ and the award of access arrangements is determined by JCQ and not the school.

5.3 Consulting and involving pupils and parents/carers

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:

• Everyone develops a good understanding of the pupil's areas of strength and difficulty

• We consult the parents/carers and take their views into account

• Everyone understands the agreed outcomes sought for the child

• Everyone is clear on what the next steps are including whether requesting statutory assessment from the Local Authority (KCC) is appropriate. **Please note that parents are able**

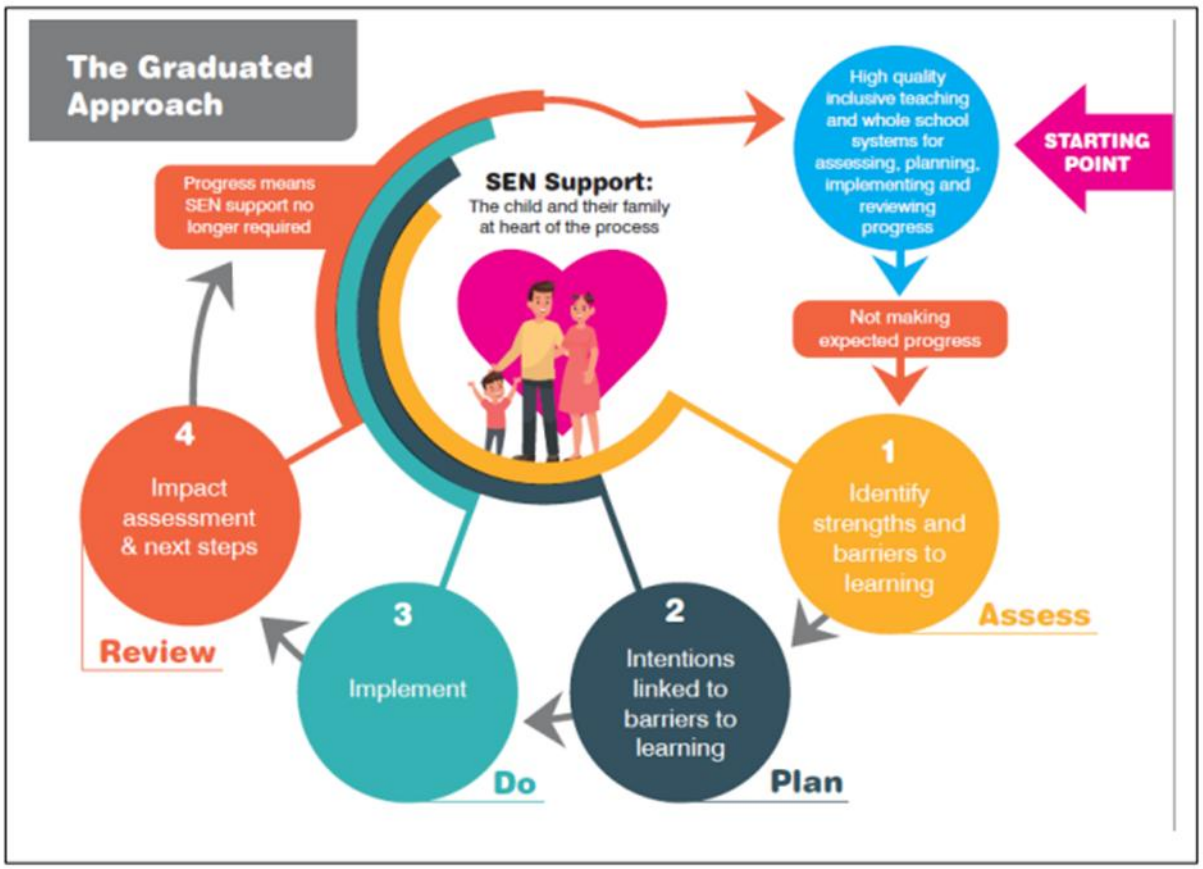
to request Statutory Assessment from the Local Authority at any point. The link below will take you to the necessary website.

What happens during an education, health and care needs assessment - Kent County Council

We will formally notify parents when it is decided that a pupil will receive SEND support and the student will be added to the SEND register as a 'K' code.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.



The subject teachers will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour

• Other teachers' assessments, where relevant

• The individual's development in comparison to their peers and national data

• The views and experience of parents

• The pupil's own views

• Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs via a Pupil Passport with any teaching strategies or approaches that are required. We will review the effectiveness of the provision at least 3 times a year.

5.5 Supporting pupils moving between phases and preparing for adulthood

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.

As pupils come to move on 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.

5.6 Our approach to teaching pupils with SEND

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.

5.7 Adaptations to the curriculum and learning environment

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.

The Equality Act (2010) replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA), which had been extended by the SEN and Disability Act 2001 to cover education.

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.

5.8 Additional support for learning

We have 7 teaching assistants who are trained to deliver interventions and support students within the classroom.

We also have 2 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 the remainder are assigned to specific students as appropriate.

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

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

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.

Provision plan 2026-2027 (accurate as of September 2026)

Wherever possible we would like all students in their mainstream lessons being taught by subject specialists. On occasions, students may need some additional support and could be offered one of the following interventions. If this is thought to be necessary, it will be discussed with parents/carers and the student will be placed on the SEND register (K code). This does not apply to the interventions that take place outside of lesson time such as Homework Club, Craft Club and Cookery Club.

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.	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**

	This is used only in the case of students who need a non-phonics based approach.	**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.

5.9 Expertise and training of staff

The role of the SENCO in school is to oversee and be accountable for the provision for all students with 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 Trauma Informed Schools training and Level 5 BSL.

5.10 Securing equipment and facilities

The school has –

- a number of laptop devices which are lent to students to support with literacy needs.
- a small number of tablets/iPads for individual use.
- Electronic Reader Pens (ERPs) to support students in KS4 and 5 who may have literacy issues
- Assisted Listening Devices (ALDs) for our Deaf/deaf students
- Audiology equipment in the St Francis de Sales Centre for the Deaf

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND 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
- Working with parents in a number of different ways

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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

All pupils are encouraged to go on our residential trip(s). Where appropriate a risk assessment will be created and if necessary additional staffing will be organised.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

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

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are encouraged to get involved with the Chaplaincy team

We have a zero-tolerance approach to bullying and expect all of our students to treat everyone in our school community with respect.

5.14 Working with other agencies

The school welcomes support from outside agencies including health professionals and professionals from specialist services. We have an allocated number of hours with KEPS and the Educational Psychologist will work with the SENCO on a variety of projects. This provision does not extend to individual assessments for our students. This may be requested as part of the process for statutory assessment. We have a link colleague (Zoe Brockington, STLS) who has been allocated to St Gregory's for general support rather than support for individual students.

5.15 Contact details for raising concerns

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

5.16 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the headteacher@sgschool.org.uk in the first instance.

They will then be referred to the school's complaints policy which is available on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

• Exclusions

• Provision of education and associated services

• Making reasonable adjustments, including the provision of auxiliary aids and services

5.17 Contact details of support services for parents of pupils with SEND

Where necessary and appropriate, the school will signpost parents and carers to iASK if they require additional independent advice around SEND.

Please see the link below:

https://www.iask.org.uk/

5.18 The local authority local offer

The local offer from KCC can be found using the link below:
https://www.kent.gov.uk/education-and-children/special-educational-needs

6.0 Monitoring arrangements

This information report will be reviewed by Mrs Hawkins and Mr Wilson every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Headteacher and the Governing Body.

7.0 Links with other policies and documents

This report should be read in conjunction with the following policies. All policies can be found on the school website - https://www.sgschool.org.uk/.

- Accessibility plan
- Attendance
- Behaviour policy
- Bullying policy
- Equality policy and objectives
- Inclusion Strategy
- Safeguarding
- Supporting pupils with medical conditions policy
- Complaints policy