Gunnersbury Catholic School

SEND Information Report 2026/2027

SENDCO: Mr J Baker

Line Manager for SEND: Mr N Quinn

Headteacher: Mr K S Burke

SEND Governor: Ms J Tellick

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This SEND information Report outlines information regarding the way we support students with Special Educational Needs and Disabilities (SEND).

Definitions of Special Educational Needs and Disabilities

Pupils have special educational needs or disabilities if they have difficulty accessing the curriculum and therefore require special educational provision to be made for them.

Pupils have difficulty accessing the curriculum if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- Have a disability that prevent or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools (SEND Code of Practice 2014).

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. However, these four broad areas of need, identified in the SEND Code of Practice (2014) give an overview of the range which are planned for:

- Communication and interaction, including Speech and Language Difficulties
- Cognition and Learning, including Specific Learning Difficulties
- Social, emotional and mental health difficulties, including Attention Deficit Hyperactivity Disorder, Autistic Spectrum Conditions
- Sensory and/or physical needs, including visual impairment, hearing impairment and physical disability.

Identifying Special Educational Needs and Disabilities

Special educational provision may be triggered when students fail to achieve adequate progress despite having had access to differentiated materials as part of quality first teaching.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and 'quality first teaching' and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and/or behavioural difficulties which have not been managed by appropriate strategies employed by classroom teachers and pastoral staff.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

The following are NOT SEND but may impact on progress and attainment:

The Code of Practice outlines the **"reasonable adjustment"** duty for all settings and schools provided under disability equality legislation. The following areas alone do not constitute SEND:

- Persistent disruptive behaviour where there are no causal factors, such as undiagnosed learning difficulties or difficulties with communication or mental health issues.
- Attendance and punctuality.
- Health and Welfare.
- EAL.
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

School Based Information	Staff	Summary of Responsibilities
Who are the best people to talk to at Gunnersbury about my child's difficulties with learning/Special Educational Needs and Disabilities (SEND)?	Special Educational Needs and Disabilities Co-ordinator (SENDCO), Mr Julian Baker	**Responsible for:** • Coordinating all the support for children with Special Educational Needs and Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: ○ Involved in supporting your child's learning ○ Kept informed about the support your child is getting ○ Involved in reviewing how they are doing ○ Part of planning ahead for them ○ Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. ○ Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known). ○ The SENDCO will: ➢ provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school ➢ Organise the production of education plans ➢ Completion of Annual Reviews
	Tutors/Subject Teachers	**Responsible for:** • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary. • Using all available information and data when planning for your child's lessons.

	Headteacher: Mr Kevin S Burke SEND Governor: Ms Jan Tellick	• Ensuring that all staff working with your child in school are supported to deliver the planned work/programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help or especially planned work and resources. • Ensuring that the school's SEND Policy are followed in their classroom for all the pupils they teach with any SEND. **Responsible for:** • The day-to-day management of all aspects of the school, this includes the support for children with SEND. • He will give responsibility to the SENDCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. • He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. **Responsible for:** • Oversight of Special Educational Needs and Disabilities at Gunnersbury.

A. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be provided by their subject teacher, staff within the school, or may involve professionals external to the school such as: NHS staff, CAMHS (Child & Adolescent Mental Health Service), Speech Therapy, Occupational Therapy etc.), Local Authority staff including Educational Psychologists.

What are the different types of support available for children with SEND at Gunnersbury Catholic School?

Types of support provided	What would this mean for your child?	Who gets this support?
Class teacher input via excellent targeted classroom teaching.	Teaching students with SEND is a whole school responsibility. All teachers maintain a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities and aptitudes of the students. Teachers should have the highest possible expectations for your child and all the pupils in their class, providing quality first teaching. The majority of students at Gunnersbury Catholic School learn and progress through these differentiated arrangements. A 'graduated response' is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve at least adequate progress. Provision is identified and managed by the SENDCO and will be planned and delivered by teaching and support staff. They will be: • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. All children in school should be getting this as a part of excellent classroom procedure. • Putting in place different ways of teaching so your child is fully involved in learning in class.	All children in the school should receive this as part of excellent practice.

	• This may involve various strategies including: ➢ The use of IT and alternative technology; ➢ A variation in the degree of support for an individual learner; ➢ Targeted use of additional adults; ➢ Writing frames; ➢ Breaking tasks into smaller activities ("chunking"); ➢ Alternative resources; ➢ Simplified language; ➢ Extension activities to challenge the more able learner; ➢ Putting in place specific strategies (which may be suggested by the SENDCO or outside staff) to support your child to learn.	
Specific group work within a smaller group of children. This group may be: • **Organised in the classroom or outside.** • **Organised by a teacher or a teaching assistant, or another professional.**	• Your child's teacher will have carefully checked on their progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • He/she will plan group sessions for your child targeting specific areas. • A teaching assistant/teacher/trainee professional/ or outside professional (like a Speech and Language Therapist) will run these small sessions. • Your child will have been identified by the class teacher/SENDCO (or you will have raised your concerns) as needing more specialist input instead of, or in addition to, excellent class room teaching and intervention. • You will be given an opportunity to discuss or learn more about the proposed intervention. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g., a Speech and	Students identified will be judged likely to benefit from small group work to support aspects of their learning. .

Types of support provided	Language Therapist or Educational Psychologist. This will help both the school and yourself understand your child's particular needs more clearly, and therefore be in a better position to offer help. **What would this mean for your child?**	Who gets this support?
Specified individual support for your child. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. Additional resources are allocated by the Local Authority specifically for the education of the individual student. Often your child may also receive specialist support in school from a professional outside the school.	• The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process. You can find more information about this in the Hounslow SEND Local Offer. • The school and parents work together to compile information about the child. This is sent as a request to the Local Authority. They decide if a Statutory Assessment is required. This involves parents and all professionals who work with the child to write a report that outlines their needs. Parents are able to challenge decisions made by the Local Authority. • After the reports have all been received the Local Authority will decide if your child's needs are severe, complex and lifelong and whether they require support. If this is the case, they will write an Education Health and Care Plan. If this is not the case, they will ask the school to continue with the support as SEND Support.	

	• The Education, Health and Care Plan will outline the overall support your child should receive. This could include specific funding for teacher or teaching assistant support or might include funding for other provisions externally supplied to the school such as speech and language therapy. The EHC Plan will detail long and short-term goals for your child which should be reviewed annually. • The additional adult, paid for by the extra funding an EHCP provides, may be used to support your child with whole class learning, run individual programmes or small group work to assist your child's learning.	Young people whose learning needs have been assessed as meeting the criteria for an Education Health and Care Plan (EHCP).
How can I let the school know I am concerned about my child's progress in school?	• Firstly, if you have concerns about your child's progress you should speak to you child's tutor or Head of Year, • If you feel that the concerns are still not being managed and that your child not making progress you should speak to the SENDCO. • If the issue remains unresolved, please contact the Deputy Headteacher – Line Manager for SEND – Ms Carolyn Cullen, Deputy Headteacher. • If you remain concerned, please contact Mr Kevin Burke, Headteacher.	
How will the school let me know if they have any concerns about my child's learning in school?	• When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCO. • At Gunnersbury Catholic School, there are 3 Data Harvest report, subsequently meetings are held between the Heads of Year and members of the leadership team in the school to ensure all children are making good progress. This is another way your child may be identified as not making progress. If your child is then identified as not making progress at school, we will organise a meeting to discuss this with you in more detail: o To listen to any concerns, you may have o Plan any additional support your child may receive o To discuss with you any referrals to outside professionals to support your child's learning	

How is extra support allocated to children?	• The school budget, received from Government, includes money for supporting children with SEND. • The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.	
What interventions exist to support learners with SEND?	• **Interventions organised to support the needs of learners with SEND include:** ➢ Reading Club – reading sessions during registrations where teaching assistants and sixth formers support reading development with younger students. ➢ Toe by Toe Group – small group one to one work following the Toe-by-Toe programme supervised by a teaching assistant. ➢ Small group Maths and English tuition ➢ One to one booster lessons ➢ Homework support ➢ Study skills groups ➢ Touch typing courses ➢ Working memory development sessions (Cogmed) ➢ Access arrangements for formal examinations ➢ Support from outside agencies ➢ Adaptive teaching for inclusion in lessons	
Who are the other people providing services to children with a SEND in this school?	A. Directly funded by the school.	• Learning Mentor • Teaching Assistants • Speech and Language Therapy • Counselling • Welfare Officer • Educational Psychology Service • Speech and Language Therapy
	B. Paid for centrally by the Local Authority but delivered in school.	
	C. Provided and paid for by the Health Service but delivered in school.	• School Nurse • Occupational Therapy

How are the teachers in school supported to work with children with SEND and what training do they have?	• The SENDCO's job is to support teachers in planning for children with SEND. • The school has a training plan for staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, ADHD, Speech and Language difficulties. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. • The school also runs a comprehensive induction programme for all new teachers which include a significant component for SEND. **The SENDCO holds the following qualifications:** • The OCR (Level 7) Diploma for Teacher of students with Specific Learning Difficulties (dyslexia). • A National Award in SEN Coordination • A Master of Education degree in Special Educational Needs and Disabilities • SEND Departmental staff have participated in training in different aspects of SEN including: ASD, Speech and Language, Literacy Difficulties. • Other specialist advice and support for learners with SEND is accessed through CAMHS, Hounslow Educational Psychology and Hounslow Local Authority.
How will the teaching be adapted for my child with learning needs (SEND)?	• Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • A teaching assistant from the SEND Department may work with the teacher to support your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and in groups as is judged appropriate to meeting your child's needs. The top priority is always to ensure the inclusion of all learners.
How will we measure the progress of your child in school?	• Your child's progress is continually monitored by his teachers, tutor and Heads of Year. • His progress is reviewed formally every term and a National Curriculum level or GCSE/BTEC grade is given in each subject via the schools Data Harvest. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

What support do we have for you as a parent of child with SEND?	• If you have any questions for staff, you are welcome to contact your child's teachers, tutor, and Head of Year to discuss their needs. • Staff are also available to meet with you to discuss your child's progress or any concerns/worries you may have. • The SEND Department is always available to discuss your child's needs and can be contacted whenever any issues or concerns arise. • All information from outside professionals will be discussed with you, with the professional involved directly, or where this is not possible, in a report. The SENDCO may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Homework will be adjusted, as appropriate, to your child's individual needs.
How do we support the emotional and social development of all our children?	• The school manages behaviour positively. We support children to develop socially and emotionally in the following ways: ▪ Living Faith (RSE Curriculum) ▪ Form time ▪ Report card monitoring ▪ Assemblies ▪ Learning mentor sessions ▪ Counselling services ▪ Lunch time nurture groups ▪ Social Skills Groups (timetabled sessions) ▪ Attendance Groups (timetabled sessions)
How have we made this school accessible to children with SEND? (Including after school clubs etc.).	• We ensure that equipment used is accessible to all children regardless of their needs. • All teachers differentiate lessons including classwork and homework to facilitate the needs of their students. • School rewards systems acknowledge achievement for all learners not simply the most able. • We provide targeted support with homework and reading before and after school, such input is provided in consultation with parents. • Key words and literacy resources are used across the school to support learning. • Timetables can be adjusted, wherever possible, to accommodate accessibility. • Adaptations are made to classroom arrangements for learners with visual and hearing impairments. • All extra-curricular activities are open to learners with SEND should they wish to participate. • Arrangements can be made for reduced homework expectations, beyond differentiation.

	• The school has limited access for wheelchair users – except in the sixth form block which has a ramp and lift providing access to the first floor. • There are two accessible toilets one in sixth form and the other in the History/Music block.
How does the school organise primary/secondary transition for SEND learners?	• Children entering Year 7 at Gunnersbury Catholic School are placed in mixed ability classes and a screening programme is undertaken to identify those with Special Educational Needs and Disabilities. This is in addition to liaison with primary schools, students and their family. Information which is used includes: ➢ Primary school SEND records ➢ National Curriculum results ➢ Cognitive Ability Testing Scores (CATS) ➢ New Group Reading Test (NGR) ➢ Wherever possible the SENDCO tries to attend the annual review meetings.
How will we support your child when they are leaving this school? Or moving to another year?	• We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. **If your child is moving to another school:** We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure all records about your child are passed on as soon as possible. **When moving years in school:** Information about your child will be shared with their new teachers. If you child would be helped by a personalised plan for moving to another year, we will put this is in place.

	Year 11 • Your child will meet with a Careers Advisor to create a plan for their Post 16 education. • The year 11 Head of Year and your child's tutor will support them in finding a new school/college.
How is the effectiveness of provision for learners with Special Educational Needs and Disabilities evaluated?	• Through termly data tracking and monitoring of student's progress across subject areas. • Through termly data tracking and monitoring of student's effort and homework across subject areas. • Through regular evaluation of the impact of interventions. • Through use of effective evidence-based interventions. • Through use of book audits and learning walks. • Through regular feedback from SEND students and their families.
How will the school support admission and access to all aspects of education for disabled learners?	• Please read the School Accessibility Plan available on the Gunnersbury Catholic School website – School Information – Policies area.

Where can I find the Hounslow Local Authority SEND Local Offer or the SEND Local Offer for my borough?	**London Borough of Hounslow Local Offer information:** www.hounslow.gov.uk/send-local-offer **London Borough of Ealing Local Offer Information:** https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0 **London Borough of Richmond Local Offer information:** https://kr.afcinfo.org.uk/local_offer **London Borough of Hammersmith and Fulham Local Offer information:** **https://www.lbhf.gov.uk/children-and-young-people/schools-and-colleges/special-educational-needs-and-disabilities-send-and-local-offer** **Royal Borough of Kensington and Chelsea Local Offer information:** **https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0** **City of Westminster Local Offer information:** **https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0** **London Borough of Hillingdon Local Offer information:** **https://www.hillingdon.gov.uk/article/4654/SEND-local-offer**
Where can a parent/family of a young person with special educational needs find	**The Special Educational Needs and Disability Information Advice and Support Service (SEND IASS)** provide free, impartial and confidential information, advice and support about special educational needs and disability across the range of educational needs (SEND) for children and young people aged 0-25. https://www.hounslow.gov.uk/info/20080/children_with_disabilities/2074/information_advice_and_support_services_iass
	Mr Julian Baker – SENDCO (julian.baker@gunnersbury.hounslow.sch.uk) **Mr Niall Quinn – Deputy Headteacher – Line Manager for SEND** (niall.quinn@gunnersbury.hounslow.sch.uk)