



Blessed George Napier School

SEND Information Report

This SEND information report explains our provision for children with Special Educational Needs and Disabilities that the school is able to provide and provides a guide to the expertise available.

Published March 2026, to be reviewed by March 2027

Date agreed and ratified by Headteacher and Governors 12th March 2026

The governing bodies of maintained schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for students with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the information set out below.

1.	What kinds of special educational needs are provided for at Blessed George Napier school?	A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person is considered to 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 • have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age'. (SEN Code of Practice 2014) Blessed George Napier School is a mainstream secondary school. We are an inclusive school and currently support students with a range of needs in the following categories: • Communication and Interaction (this includes speech, language and communication difficulties, including autistic spectrum conditions) • Cognition and Learning (this includes students who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia) • Social, Emotional and Mental Health • Sensory and physical needs (this includes students who have visual or hearing needs, or a physical disability that affects their learning)
2.	How does the school identify students with special educational needs?	We work closely with the primary schools to identify students transitioning with additional needs to ensure that the right support is put in place for new year 7s. We will also complete baseline assessments at the start of the Year 7. Our class teachers, Subject Leaders and Heads of Year closely monitor the progress and attainment of all students, including those who have SEND. The continuous monitoring will help further identify students with special educational needs. Every student's progress is formally reported on three times each year and there are consultations with parents/carers. Teachers are asked to speak to the student and their family if any barriers to learning have been observed. Parents/carers and teachers can refer concerns to Subject Leaders, Heads of Year and the SENDCo and they will undertake an investigation into the concerns and advise on the next steps. It may be that observations, student voice, family voice and inhouse testing are completed. This will help us determine the support that is needed and whether we can provide it with reasonable adjustments to our

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		universal offer or whether additional provision is needed. It may be that signposting or referrals to external agencies are needed. School will work closely with these agencies to ensure that any difficulties/barriers are identified. Outside agencies may include Oxfordshire County Council support services or if available an educational psychologist. Some students may have difficulties making expected progress and/or not achieving the attainment expected for their age or may experience difficulties socially or emotionally. At this point we identify groups of children who may need specific support to help boost and accelerate their learning. Their progress is monitored and if they are still experiencing difficulties then we look at identifying if they have a special educational need. Identification of SEN by the school SENDCo is also aided by the Oxfordshire County Council SEN Indicators tool. The tool is a strengths-based model to identify what pupils can do and develop understanding for staff of what pupils' next steps are.
3.	Key contact details	Our SENDCo is Katherine Elliot kelliot@bgn.oxon.sch.uk We have two Assistant SENDCOs Shelia Wyatt and Rebecca Bisson Our Deputy Head is Marie Joyce who oversees the department mjoyce@bgn.oxon.sch.uk The Headteacher is Sean Masterson head.4600@bgn.oxon.sch.uk The School Office can be contacted on 01295 264216 The school governors with responsibility for SEND are Anita Mutton, Agnes Hume, Janet Thornton and Margaret Batsel. The SEND governors regularly meet with the SENDCO and feedback information to the rest of the schools governing body. It is our aim that SEND governors and SENDCo meet several times during the school year to consider and develop SEND provision for SEND pupils across the school
4.	The Local Offer	A directory of services, the Local Offer, available can be found at: https://www.oxfordshire.gov.uk/children-and-families/oxfordshire-send-local-offer The purpose of the local offer is to provide a comprehensive list of the services available to families to support their children. The site offers help in how to seek advice and guidance regarding SEND.

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5.	What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?	Partnership with our parent/carers is key to enabling children with SEND to achieve their full potential at BGN. We have discussions with the students and their parents when identifying whether they need special educational provision. The aim is to ensure everyone understands the students' strengths, difficulties and is clear on the next steps. Parents and carers have access to the school website, the VLE and Arbor. This enables parents and carers to have access to up to-date information regarding attendance, behaviour and homework. We have launched a BGN SEND Information and signposting Padlet with the aim of improving communication and signposting to resources. https://padlet.com/kelliot17/bgn-send-information-and-signposting-rj10a89itewc58t8 We are working towards having contact with the parents/carers of students who appear on the SEND register three times per year to discuss the progress of their child. These meetings maybe face to face, virtual or over the telephone and are a chance to jointly share ideas for how best to support the student to achieve targets and what the best next steps are. At these meetings the one-page student support profile can be reviewed. Parents can request a meeting with the SENDCo by completing the Microsoft form on the BGN SEND Information and signposting Padlet. Parents are also invited to a year group specific information evening and have an annual parents evening where they can speak directly to subject teachers. Parent/carer questionnaires will be used on an ad hoc basis so that the SENDCo can analyse parent/carer views and further improve provision. If a student has an EHCP there is also an Annual Review meeting where school, families and link professionals meet to discuss outcomes. Families are also invited to provide a written response and to participate actively in the meeting. If a student no longer needs SEN support, then in liaison with parents, the student may be moved onto the monitoring list or removed from the SEN register.
6.	What are the arrangements for consulting young	We aim to ensure review meetings are student centred, and the views of the student are sought. They will always have input into the

	people with SEND and involving them in their education?	compilation of their student one-page support profiles to help identify their barriers to learning and how best to support them. The Learning Support team work collectively with students accessing SEND support to gather pertinent information around best practice in teaching students. This is then disseminated to staff via student support profiles on Arbor and 'Student spotlights' in whole staff meetings and emailed to all staff to raise awareness of a student. If they have an EHCP, they will also be asked to play a role within the Annual Review meeting, usually by completing the All About Me sheet which forms a central part of the meeting, and they will also be invited to attend the Annual Review. Attendance for students is optional but encouraged.
7.	What are the arrangements for assessing and reviewing student progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?	We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The first step in a teachers' consideration of whether a pupil needs to be on the SEND register may be to use OCCs SEND Indicators tool. The OCC SEND Indicators Tool is designed to support schools with early identification of SEND to support early intervention. It encourages triangulation of information gathered in school, parent/carers and pupil views, and what is already in place for the pupil with the scores on the tool. Teachers are encouraged to: - consult the relevant pages of Oxfordshire's Ordinarily Available SEND Provision for support and guidance. - consider reasonable adjustments from the appropriate Inclusive Support Series documents. https://schools.oxfordshire.gov.uk/send-framework/sendco-support-plan/high-quality-inclusive-teaching-and-learning - consider the EEF 'Five a day' principles https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with- The subject teacher will use a Microsoft Form to record a learning concern and track their response as part of our universal provision and BGN basics. This will also prompt the teacher to speak to the student and their family if they haven't already done so. These forms are: - Tracked across departments - Reviewed at regular meetings - May enact - additional testing

		• observations and monitoring • interventions • parental meetings • referrals for outside support The class teacher will continue to try different strategies with the student to address the barriers identified. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress. We are working toward aligning the process of assess, plan, do, review to take place three times each year in line with the school's data collection points. There is an experienced pastoral team who support students, working closely with the Head of Year and Assistant Head for Behaviour and Inclusion. Regular panel meetings are held to ensure collaborative working and to discuss the needs of individual students where there are challenges which are not being met by quality first teaching and the universal pastoral route. Our staff aim to ensure that all meetings are pupil centred and their parent/carers' voices are heard and respected.
8.	Arrangements for supporting children and young people moving between phases of education and in preparing for adulthood.	The Head of Year 7 from BGN visits primary schools so that there is a link between the most vulnerable Y6s prior to transition. As well as this, some of the Y6s have additional visits to the school in the summer term prior to transition. The SENDCo may also be available to join the review meetings with parents of Y6 students so there is a link which allays any fears and concerns. All families are given an opportunity to share information with the SEND team via a Microsoft Form regarding their child's strengths and barriers prior to the September they are due to start. This is all in addition to the school's transition days as part of the universal offer. Transition to post 16 provision is also carefully managed starting with an early supported careers interview. Accompanied visits to colleges take place for the most vulnerable students and college SENDCos are invited to annual review meetings. Our internal Careers Advisor meets with students accessing SEND support from Y9 onwards with the intention of providing information, advice and guidance. Year 9 options evenings and 1:1 meeting with a senior member of staff are used to support students with the transition to KS4.

		Our PSHCE/SMSC and form time programmes aim to give students the skills and knowledge required to make informed decisions and develop independence.
9.	What is the approach to teaching children with SEND?	Our Catholic school is guided by the Gospel values of compassion, respect, truth, service, and forgiveness. We are committed to inclusion and equity for all, ensuring every student feels valued, supported, and able to flourish. We Believe in ... • Belonging: We believe that a strong sense of belonging is essential for every child's wellbeing and progress, and we prioritise creating a community where all feel welcomed and safe. • The Whole Child: We believe in nurturing the whole child - spiritual, personal, and academic so that all students can discover and develop their God given gifts. • Working With Families: We believe parents and carers are vital partners, and we actively involve them in decisions, planning, and reviewing progress. • Supporting SEND: We believe every student with SEND deserves the support needed to achieve their potential and be prepared for the next stage of life and learning. • Skilled Staff: We believe all staff share responsibility for inclusion and are equipped with the knowledge and skills to support every student in our community. As a school we aim to be inclusive and treat students as individuals, considering their additional needs. All our students should feel included within our everyday teaching and activities. Teachers have responsibility to ensure that all students in their lessons progress and achieve their potential in that subject. Lessons are planned to ensure that the needs of all students are met as part of Quality first teaching. Lessons are monitored by learning walks and drop ins to ensure consistency across the school. We aim to provide classroom teachers and support staff with regular professional development to ensure that quality first teaching is maintained and use Step Lab to help facilitate this. All class teachers and support staff are asked to feedback both social and academic information to the school SENDCo prior to the annual review process. The support is split as follows: • Universal – needs met with high-quality inclusive teaching • Universal Plus – reasonable adjustments needed and recorded on Arbor

- Targeted – additional provision is needed e.g. interventions
- Specialist – EHCP provision

Some of our inhouse interventions and resources we can use in school include:

- Student Support Profiles
- By prior agreement with the SENDCo use of sensory tools and ear plugs
- Soft starts 8:30am-8:40am in the Nest
- Supported/shielded social time in the Nest during social times
- Emotional Literacy Support (ELSA)
- LEXIA Power Up
- Zones of regulation/Calm space – Take 10
- Drawing and Talking (New for 2026)
- Read, Write, Inc
- Handwriting support
- Touch typing
- ASD Specialist HLTA - Social Skills and friendship groups
- English and Maths smaller group support
- Times Table Rock Stars, Sparx Maths, Sparx Science, Sparx Reader, Educake, Languagenuts
- Vocational options in KS4.
- Homework support – LRC and learning base
- Counselling and/or Mentoring
- Appointments with the School Nurse
- Pastoral Support Assistant –Behaviour mentoring
- Individual behaviour plans and risk assessments
- Exam Access Arrangements (as approved by JCQ)

More bespoke support is provided as appropriate. The following individualised support packages and interventions are available within school, although are only necessary for a minority of students.

- Reduced timetables in order to facilitate reintegration into school.
- Strengths and Needs assessments to gain access to external support.
- Educational psychologist's assessment.
- Social services involvement.
- CAMHS and Mental Health Schools' Team referrals.
- Speech and Language therapy.
- Communication and Interaction sessions.
- Full or part time support courses from Meadowbrook College
- EHCP applications.

		• External alternative provision (College, TRAX, Ignite etc). • Targeted Youth workers. * Please note that interventions involving external agencies may involve costs and waiting lists,
10.	What adaptations are made to the curriculum and learning environment for students with SEND?	Our school is a safe and accessible building, and we do our best to make it welcoming to the whole community. The majority of our students needs will be met with quality first teaching and reasonable adjustments in the classroom. However, some students will be identified as needing a more personalised provision. The learning base comprises of a smaller classroom, intervention rooms, and supported social spaces. Intervention rooms offer targeted support with numeracy, literacy and social skills. The Nest offers students a calm and supportive start to the day, providing a space to connect with our team and prepare for the day ahead. During social times, it supports the development of social skills through small group activities such as board games, LEGO, and mindfulness colouring. Take 10 offers a space to students who need to regulate and reset before returning to lessons. ELSA/Nurture room facilitates soft starts to the school day, a little nurture and TLC and of course ELSA intervention. The majority of students will follow a traditional curriculum, however in rare circumstances a small number of children have a more personalised curriculum to match their individualised needs, interests and abilities. All students are supported as part of our 'BGN basics' approach to teaching and learning. This include starting all lessons with recall questions, pre teaching vocabulary, allowing processing time, giving clear instructions, scaffolding, modelling, using visuals, offering a range of different learning activities and the use of specific resources; all of which are preplanned by teachers. We will always endeavour to adapt our resources as required and use the recommended teaching aids such as laptops, coloured overlays, visual timetables, larger and dyslexia friendly fonts etc Access Arrangements for Exams

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		We will assess and apply for Exam Access Arrangements (EAA) according to the Joint Council for qualifications (JCQ) exam regulations.
	What specialist expertise does the school have access to?	Internally - Special Education Needs and Disabilities Co-ordinator (SENDCo) - PFMAC Inclusion Lead - Trained teachers and teaching assistants who can deliver different interventions Externally - Oxfordshire County Councils SEN Support services - R Cosgrove (Offering SENDCo mentoring sessions) - Educational Psychologist (a traded service which the school can buy into if required) - OXSIT (Oxfordshire School Inclusion Team and Oxfordshire SEN Team) - School Nurse - Child and Adolescent Mental Health Services (CAMHS) - The Mulberry Bush (External training provider) These services provide us with regular assessments and support for individuals and offer specific resources and programmes of work. We can also make referrals to these agencies if, in conjunction with parents, we feel their professional knowledge will support us in making the best provision for a child.
11.	How does school ensure that staff have the relevant training to support students with SEND?	Each teacher is aware that they have responsibility for all their students and has a detailed picture of students with SEND. All new teaching staff and trainee teachers have an induction session where they can meet with the SENDCo. Training days and twilight sessions provide opportunity to specifically focus on teaching and learning. This provides a forum for sharing best practice around supporting students with SEND. Teachers are targeted with putting strategies into practice and being observed by their peers in the form of drop ins. Teachers around the child meetings are held to share and develop strategies to support our students with the most complex needs. Support and advice are provided by the SENDCo and daily strategies are incorporated into the student profile. Staff meetings can be used to offer SEND spotlights.
12.	How does the setting evaluate the	The effectiveness of SEND provision is regularly reviewed by the Senior Leadership Team, SENDCo and BGN Governors.

	effectiveness of its provision for learners with SEND and how often does it do this?	Student progress is reviewed following each whole-school data collection point, which takes place three times per year for each year group. Assessment data is analysed and progress is tracked across departments to monitor the attainment and progress of students with SEND and to evaluate the impact of provision. Class teachers use both formative and summative assessment to identify students' strengths and areas where additional support may be required. Student Support Profiles and intervention trackers are used to monitor the support in place for individual students and to review the effectiveness of interventions. Pupil voice is gathered to understand students' views on the support and provision available. Parental feedback is collected through parents' evenings, review meetings and parent/carer questionnaires to inform ongoing evaluation of SEND provision. Panel meetings for each year group attended by the Head of Year, SENDCo, Attendance Manager, Pastoral Manager and Assistant Head for Behaviour and Inclusion take place every two weeks.
13.	How do you ensure that learners with SEND are included in non-classroom-based activities?	All activities are fully accessible to all learners including those with SEND. Consultations occur between staff and parents to ensure that reasonable adjustments are made, and that SEND is not a barrier to participation. The school building allows access for all students to most areas. We have adjustable tables, and accessible changing, toileting and washing facilities. Further details can be found in the school's Accessibility Policy.
14.	What support is available for improving social and emotional development including pastoral support arrangements for listening to the views of children with SEND and measure to prevent bullying?	A nurturing environment within the classroom is the responsibility for the class teacher. Respect of difference and diversity is encouraged and forms a large part of the school ethos. It is reinforced through the curriculum and in directed form time discussions. A strong pastoral team coupled with an experienced and welcoming SEND team ensure that students can thrive, feel valued and are not marginalised. The school has a Learning Base which provides students with SEND, a place to re-centre and be away from noisier and busier areas of the school. Our most vulnerable students are supported by key individuals. BGN runs a number of lunchtime clubs and students can

		access the LRC to read or access computers. The learning base is available to support our students who are vulnerable and/or have complex needs offering supported social interactions, small group games, lego and colouring. Each student's tutor is a central part of their support system being their first port of call when support is needed. Tutors are supported by a pastoral manager and their Head of Year. Students are encouraged to share any concerns about school or home with a member of staff. In addition, students have an opportunity to share their views through a school council representative or get involved with the school's faith in action mission team. We take bullying very seriously for all children including those with SEN. Anti-Bullying Policy
15.	How does school involve other agencies in meeting students' SEND and supporting their families?	The support of outside agencies is sought on an individual basis. The SEND department has strong links with professionals from a range of external agencies including the Educational Psychology service along with MHST, Speech and Language service, Hearing Impairment and Visual Impairment services, Behaviour and Inclusion team and the SEND locality team of schools.
16.	What arrangements are there for handling complaints from parents of children with SEND about the provision?	Initial concerns should be forwarded to the SENDCo. If this initial approach proved unsuccessful parents should bring the matter to the attention of the Headteacher.
17.	What arrangements are made for those students who are looked after by the local authority and have SEND?	Tara Mawn our Designated Safeguarding Lead is also the Designated Teacher and has a clear picture of the challenges of some of our children who are looked after. There are termly Looked After Children meetings and Personal Education Plan meetings, which are attended by the Social Worker, Independent Reviewing Officer, Designated Teacher, key worker and the student.
18.	What are the arrangements for the admissions of pupils with SEND?	Section 342 of the Education Act of 1996 requires that Children with an Education Health and Care Plan (EHCP) that names the school, must be offered a place at the school regardless of whether the school has places or not. BGN complies fully with this requirement. Children who have special educational need but do not have an EHCP will be treated equally to all other applicants in the admissions process. This includes children who may need extra support or reasonable adjustments.

		More information can be found in the Admission Policy .
19.	What is the school's accessibility plan?	This can be found on the school website: Blessed George Napier Catholic School - Policies & Safeguarding