

# The Good Shepherd Catholic Primary School



*Following Jesus,  
The Good Shepherd,  
in all we say and do*

**SEND Policy  
2025-2026**



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## 1. Aims and objectives

Our SEN policy and information report aims to:

- Ensure our school fully implements national legislation and guidance regarding pupils with SEND [SEND Code of Practice January 2015.pdf](#)
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities (SEND)
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school, alongside pupils who do not have SEND
  - Help pupils with SEND to reach their potential and fulfil their aspirations and goals
  - Support pupils with SEND to become more independent and confident, to help them to live a fulfilling life
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- The Good Shepherd Catholic Primary School is supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.
- At The Good Shepherd Catholic Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different.
- Ensure the SEND Policy is understood and implemented consistently by all staff`.

## 2. Vision and values

At The Good Shepherd we will provide all pupils with access to a broad and balanced curriculum offer, with opportunities for enrichment and lifelong learning. We are committed to making sure all our pupils have the chance to make progress and thrive, supporting them to reach their full potential. We are focused on creating an inclusive culture and environment, where provision is tailored to the needs and abilities of the pupils. We will achieve this by making reasonable adjustments to teaching, the curriculum and the environment to make sure that pupils with SEND are included in all aspects of school life.

*6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.*

### 3. Legislation and guidance

This policy and information report is based on 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
- [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 SEN information report
- [Equality Act 2010: guidance - GOV.UK](#) (Section 20), which sets out the schools duties to make reasonable adjustments for pupils with disabilities.
- [Public sector equality duty - GOV.UK](#) (Section 149 of the Equality Act 2010), which sets out the schools responsibility to eliminate discrimination, harassment and victimisation and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it.
- The Governors Handbook which sets out Governors responsibilities for pupils with SEND.
- [School admissions code - GOV.UK](#), which sets out the schools obligation to admit all pupils whose education, health and care (EHC) plan names the school and its duty not to disadvantage unfairly, children with a disability or special educational need.

### 4. Definitions

A pupil has SEN if they have a learning difficulty or disability that requires 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.

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal activities. As a school, we will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

#### **The four areas of need:**

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that are across more than one area, or may change over time. Interventions and provisions will be selected, that are appropriate for the pupil's area of need and that are relevant at the time. The 4 areas of need are: Communication and Interaction, Cognitive and Learning, Social, Emotional and Mental health and Sensory and/or physical. 4

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 5. Roles and responsibilities

### 5.1 Our SENCo at The Good Shepherd Catholic Primary Schools is: Mrs. Charlotte Thomas.

The SENCO is responsible for;

- Providing professional guidance to colleagues and works closely with staff, parents and other agencies to make sure that pupils with SEN receive appropriate support and access high-quality teaching
- Overseeing day to day operation of the school's SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Co-ordinating provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN and liaise with them about the pupil's needs and any provisions made
- Being a point of contact and Liaising with external agencies such as EYFS providers, other schools, Educational Psychologists, Health and Social Care professionals, The Local Authority
- Managing the transition process from EYFS to Key Stage 1, Key Stage 1 to Key Stage 2 and Key Stage 2 to Secondary schools
- When a pupil moves to a different school or institution, making sure that the school meets its responsibility under the Equality Act 2010, with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps a records of pupils with SEN up to date
- Working with head teachers and school governors with regards to reasonable adjustments and access arrangements
- Working closely with the Family Support Worker, Mrs Auburn, for families with an Early Health Assessment (EHA)
- Work with the Headteacher, SLT and SEN Governor to determine the strategic development of the SEND policy and provision within the school
- Make sure that the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development and training opportunities
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy



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## **5.2 Our SEN Governor at The Good Shepherd Catholic Primary Schools is Mr. Jamie Bray.**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### **5.3 Our Headteacher at The Good Shepherd Catholic Primary Schools is Mrs. Carmel Dodds.**

The headteacher is responsible for:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **5.4 Class teachers**

Each class teacher is responsible for:

- Planning and providing high-quality, personalised teaching and learning opportunities that are differentiated to meet pupil needs through a graduated approach
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider 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 or further support needed
- Tracking progress against targets and ensuring provisions to meet need are consistently embedded into classroom practice. Identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Completing relevant pupil SEN paperwork as requested by the SENCo as per policy, following school procedures for referral and support
- Ensuring they follow this SEND policy and the SEN information report

- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil
  - Assisting in the writing of a Special Educational Needs Plan for Inclusion (SEND Plan) and sharing and reviewing these with parents at least once each term and planning for the next term with the SENDCo
  - Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

## **5.5 Parents and carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## **5.6 The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. Where appropriate, they will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- Have opportunities to talk with a trusted key adult about their needs

The pupil's views will be taken into account in making decisions that affect them, whenever possible and suitable.



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## 6. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

### **6.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **6.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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 teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.



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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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### **6.3 Consulting and involving pupils and parents**

We will have an early discussion with the 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 take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **6.4 Assessing and reviewing pupils' progress towards outcomes**

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

## **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Integris, and will be made accessible to staff in a One Page Profile and Learning Support Plan (LSP).

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

## **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will termly evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **6.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.



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## **6.6 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 is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

## **6.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Providing adaptations to resources, lesson content, style and support
- Considering increased adult support
- Using recommended aids, such as laptops, IT equipment, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **6.8 Additional support for learning**

We have teaching assistants who are trained to deliver interventions

Teaching assistants will support pupils on a 1:1 basis

Teaching assistants will support pupils in small groups

We work with the following agencies to provide support for pupils with SEN:

- Target Autism
- Educational Psychology Service
- Portage for EYFS
- Parent Partnership service
- Speech and Language Therapy (SALT)
- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- Community Pediatrician

## **6.9 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual 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 annual reviews for pupils with statements of SEN or EHC plans



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### **6.10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

- 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 trips
- 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.

### **6.11 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 SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of lunchtime clubs and afterschool to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

### **6.12 Expertise and training of staff**

Staff training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

### **6.13 Links with external professional agencies**

At The Good Shepherd we recognise that we won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Wellbeing, behaviour and music/play therapists
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## 6.14 The local authority local offer

Our contribution to the local offer is: £6000

## 7. Monitoring arrangements

This policy will be reviewed every year by the SENCo. It will also be updated if any changes to the information are made during the year.

### 7.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

## 8. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- SEND information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- Admissions Policy

## 9. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the Headteacher. The Headteacher and SENCo, 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 SENCO in the first instance. They will be handled in line with the school's complaints policy.

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](#).

To find out about disagreement resolution and mediation services in our local area, please find further information [SEND Information Advice Support Service | North Northamptonshire Council](#)

