

# The Good Shepherd Catholic Primary School



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

**SEN Information Report  
2025 -2026**



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## SEN Information Report

Welcome to The Good Shepherd Catholic Primary School SEN information report. 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.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

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.

If you have any concerns regarding your child's progress, needs or well-being, then please speak to either your child's class teacher or Mrs. Charlotte Thomas (SENDCo) to discuss your concerns or any questions you may have.

### **1. Does the setting / school / know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

*"A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, the provision of SEND Support may be required.

If you have any concerns regarding your child's progress or wellbeing, then please speak to either your child's class teacher or Mrs. Charlotte Thomas (SENDCo) to discuss this further.



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## **2. How will early years setting / school / staff support my child/young person?**

### **The class teacher**

The class teacher is responsible for;

- Monitoring the progress of your child and identifying, planning and delivering any additional support your child may require along with applying adaptive teaching strategies in class.
- Identifying and referring a child who may have SEND needs to the SENDCo and meeting with them to discuss their concerns.
- Assisting in the writing of a Learning Support Plan (LSP) or target setting document and sharing and reviewing these with parents at least once each term.
- Supporting with implementing any further bespoke interventions and strategies required.
- Planning personalised teaching and learning for your child as identified on the child's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Working closely with parents and with any other agencies involved in supporting the child.

### **The SENCO: Mrs Charlotte Thomas**

The SENDCo is responsible for;

- Provide professional guidance to colleagues and works closely with staff, parents and other agencies.
- Overseeing day to day operation of the school's SEND policy.
- Co-ordinate provision for children with SEND.
- 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 SEND.
- Referring and liaising with external agencies such as EYFS providers, other schools, Educational Psychologists, Health and Social Care professionals, The Local Authority to support need.
- Manage the transition process from EYFS to Key Stage 1, Key Stage 1 to Key Stage 2 and Key Stage 2 to Secondary schools for SEND pupils.
- Keep robust tracking records of pupil's progress and support in place.
- Work closely with Head Teacher, SLT, Trust and School Governors with regards to reasonable adjustments and access arrangements.
- Work closely with the Family Support Worker, Mrs Auburn, for families with an Early Health Assessment (EHA).
- Organising and leading on SEND training and identifying staff/school training needs.
- Conduct regular monitoring visits of SEND across the school.

## The Head Teacher: Mrs Carmel Dodds

The Head Teacher is responsible for;

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head teacher will give responsibility to the SENDCo and class teachers, to support need and is responsible for ensuring that your child's needs are met.
- The Head Teacher will make sure that the Governing Body is kept up to date about issues relating to SEN.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place.
- Work with the SENDCO and SLT to ensure high quality provision for SEND pupils is in place.

The SEND Governor: Mr Jamie Bray

The SEND Governor is responsible for;

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Support the school in meeting need and decision making in regards to SEND.
- To support and challenge the Head teacher and SENCO with regards to SEND within the school.



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### 3. How will the curriculum be matched to my child's/young person's needs?

If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the adaptive approaches and learning arrangements normally provided as part of high quality, personalised teaching, intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



**Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.

**Do** - providing the support – extra assistance for learning – as set out in the plan.

**Review** – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

The Good Shepherd Catholic Primary School adheres to the following inclusive principles:

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.



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#### **4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short term targets and to discuss the progress the child has made each term. We encourage an "open door" approach whereby appointments can be made to see the class teacher and / or the SENDCo whenever required.

- His/her progress will be reviewed formally and tracked by the class teacher and with SLT every term in reading, writing and maths.
- Through Parent Evenings and end of year reports, Teachers make clear the attainment against age related expectation and the level of progress made.
- Normally at the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally.
- Where necessary, children will have an LSP (Learning Support Plan) setting out targets set by school and external agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with an Educational Health Care Plan (EHC plan) will be formally reviewed every term with parents and at the Annual Review all adults involved with the child's education will take place. It may be in some instances that an interim review is required.
- The Head teacher and SENDCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place.
- Regular book scrutiny and lesson observations will be carried out by the SENDCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents via our school website. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.



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Any pupils with additional medical needs are well catered for at The Good Shepherd Catholic Primary School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an Individual Health Care Plan which is reviewed annually, or as an when needed.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. Prior to a pupil progress report or a review meetings, pupils have the opportunity to share their views.

## **5. What specialism services, experience, training and support are available at or accessed by the school**

Once the school has identified the needs of SEND pupils, the SENCO and Head teacher decide what resources/training and support is needed.

### **School Provision:**

Below is a range of some of the provisions we have on offer at The Good Shepherd.

- Reading, Phonics and Maths small group interventions delivered by Teaching Assistants or a designated teacher.
- ICT support in the form of reading, phonic and maths programs.
- Speech and Language support using programs such as Time to Talk and Chatterway.
- Visual support such as timetables and schedules
- Communication support
- Sensory Circuit sessions
- Zones of Regulation
- Drawing and Talking therapy
- Wellbeing support and drop in
- Attention Autism sessions such as Bucket
- Movement breaks and sensory support
- Music Therapy
- Nurture programs delivered by our family Support worker



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**Local Authority provisions available:**

- Target Autism
- Educational Psychology Service
- Portage for EYFS
- Parent Partnership service
- Speech and Language Therapy (SALT)
- Mosaic Psychology Support
- Send Support Service (SSS)

**Health Provision available:**

- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHs/MHST
- Community Paediatrician
- School counselling sessions
- ASD/ADHD pathway assessment
- Children's and Young People's ADHD/ ASD (Attention Deficit Hyperactivity Disorder and Autism Spectrum Disorder) service

**6. How will my child/young person be included in activities outside the classroom including school trips?**

At The Good Shepherd Catholic Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities or trips and visits.

**7. How accessible is the school?**

- The school is fully compliant with DDA requirements.
- Both buildings at The Good Shepherd Catholic Primary School are on one level. Both buildings have access via a ramp if required.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are two disabled toilets and a changing facility, including a shower.
- The medical room is allocated next to the school main office.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENDCO manages a SEN budget, used to ensure that all pupils have access to the very best equipment and support.



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## **9. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

### **New pupils to The Good Shepherd Catholic Primary School**

The Foundation Stage staff will meet with parents prior to pupils starting school either through a home-visit or a visit to the child's previous nursery setting. Any Concerns about particular needs will be brought to the attention of the SENDCO. Where necessary the SENDCO will arrange a further meeting with parents, previous setting, health visitor to discuss in more detail the transition process for the child. Class teachers of children joining from other schools will receive information from the previous school; if required the SENDCO will telephone previous school to discuss individual pupil's needs.

### **Preparing for next steps**

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible. Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEND will be planned according to individual need.

## **10. How is the decision made about what type and how much support my child/young person will receive?**

The school budget, received from The Trust, includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

Where the needs of a pupil are above those we can provide, we would then work with the family to consider additional support through a High Needs Funding/top up funding application or EHC request to the Local Authority. Where a child has significant or complex needs that we are unable to meet, we will work closely with the family and agencies involved to consider other educational options in the best interest of the child.

The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils based on data, reports, observations and key evidence. Provisions and support given within school are then put in place to address identified needs and is monitored and reviewed regularly to ensure resources are deployed as effectively as possible.

## **10. How are parents involved in the setting / school? How can I be involved?**

At The Good Shepherd Catholic Primary School, we value the importance of building positive relationships with parents and families within our School community. Where a pupil is identified as needing an SEND Plan, parents are given the opportunity to be part of the assessment and review process. Mrs Auburn, the Family Support Worker is also available to speak with families about any concerns or worries that they have. We have a termly SEND newsletter that is shared with families, which includes useful support and advice.



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