

# The Good Shepherd Catholic Primary School



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

**SEN Information Report  
2023 -2024**



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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 or well-being, then please speak to either your child's class teacher or Ms Julia Rose (SENCO) to discuss your concerns.

### **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 SEN as follows:

*"A child or young person has SEN 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, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Ms Julia Rose (SENCO) to discuss your 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;

- Checking on the progress of your child and 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.
- Assisting in the writing of an 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.
- Planning personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

### **The SENCO: Ms Julia Rose**

The SENCO 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 SEN policy
- Co-ordinate 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
- Liaising with external agencies such as EYFS providers, other schools, Educational Psychologists, Health and Social Care professionals, The Local Authority
- Manage the transition process from EYFS to Key Stage 1, Key Stage 1 to Key Stage 2 and Key Stage 2 to Secondary schools
- Ensures that the school keeps a records of pupils with SEN up to date
- Works with head teachers and school governors with regards to reasonable adjustments and access arrangements
- Works closely with the Family Support Worker, Mrs Auburn, for families with an Early Health Assessment (EHA)
- Organising staff training

### **The Head Teacher: Mrs Carmel Dodds**

The Head Teacher is responsible for...



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- 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 SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must 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 and

### **The SEN Governor: Mr Jamie Bray**

The SEN Governor is responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head teacher and SENCO with regards to SEN 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 differentiated approaches and learning arrangements normally provided as part of high quality, individualised 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.



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**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.

#### **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. We encourage an "open door" approach whereby appointments can be made to see the class teacher and / or the SENCO.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Headteacher and SENCO 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, however due to the current situation of Covid 19 all SATS have been cancelled. Teacher assessment will be used instead.
- Where necessary, children will have an IEP 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.



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- The progress of children with an Educational Health Care Plan (EHC plan) will be formally reviewed every 6 weeks with parents and at the Annual Review all adults involved with the child's education will take place.
- The Head teacher and SENCO will monitor the progress made by SEN 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 SENCO 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. 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.

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:**

- Wide range of English and Maths small group interventions delivered by Teaching Assistants or a designated teacher.
- ICT support in the form of reading, phonic and maths programmes.
- Drama based provision supporting confidence building and developing friendships.
- Speech and Language support using programmes such as Time to Talk and Chatterway.
- Makaton used and supported with symbols on visual timetables and personalised key rings.
- Teaching Assistant trained on how to support pupils with autism.



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- Nurture programmes provided by the Family Support Worker and The Rainbow Room

**Local Authority provision available:**

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

**Health Provision available:**

- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHs
- Community Paediatrician
- School counselling sessions

**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.

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

- The school is fully compliant with DDA requirements.
- Both buildings at The Good Shepherd Catholic Primary School is one 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
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages an SEN budget, used to ensure that all pupils have access to the very best equipment.



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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 SENCO. Where necessary the SENCO 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 SENCO 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 SEN. 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 SEN 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 SEN.

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 more we would then consider additional support through High Needs Funding, a top up funding from the Local Authority where a child has significant and complex needs.

The Head Teacher and the SENCO 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 SEN pupils on a provision. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.



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## **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.