



**Good Shepherd Catholic
Primary & Nursery School**

SEN INFORMATION REPORT

Last Review Date: February 2022

Next Review Date: February 2023

Additional Arrangements Post Lockdown

Good Shepherd Catholic Primary and Nursery School are very mindful of the impact that COVID 19 has had upon the development of our young children. We therefore endeavour to support our families to enable that all children regardless of their circumstances have the best possible support and services available from the offset so that they can strive to be the best that they can.

In light of this the following additional support has been put into place.

- Prior to starting Nursery, a consultation is held with the Parent/Carer, child, SENCO and class teacher. An age-related task is set and the child is observed. This is an opportunity to discuss the child's milestones, whether there were birth complications and any possible concerns with the child's development. This is crucial so that we can all work collaboratively and signpost parents to support groups and to ensure the appropriate provision is in place upon entry.
- Nursery children will also have transition sessions 'STAY and PLAY' – one with their parents/carer followed by one without them. During these sessions the Nursery Teaching team will be present, the SENCO and Head Teacher. These are supportive sessions where again informal discussions and observations can take place.
- The same system is also in place for our Reception children and any in-year admissions for children in Nursery and Reception.

Evidence Nationally has shown that Children with Special Education Needs (SEN) have been most impacted by our recent LOCKDOWNS. At Good Shepherd we are aware of this and have additional interventions and help available to further support our children with additional needs.

At Good Shepherd in Years 1-5 we have 2 days in the summer term where all children meet their new class and teaching team. A special programme is in place to help support children with additional needs and they are shown and given additional time and interventions with their transitions should they be required.

We are mindful that all children in Year 6 may feel anxious or nervous starting secondary school, especially those with SEN. We therefore deliver a 6-week secondary transition programme delivered by a trained Teacher and Teaching Assistant. There may be a smaller group for some children with SEN to access this at a level appropriate to them.

Who Should I Contact to Find Out More About SEN at Good Shepherd?

Mrs Downing	SENCO/Inclusion Manager/Deputy Head
Mrs Day	Head teacher
Mrs Day / Mrs Downing / Mrs Snow / Ms Baxter	Child Protection
Mrs Downing	Medical Care Plans

You can contact any of these members of staff through the main school switchboard – 01689 841 771

If you are concerned about your child and feel that he/she needs more support, please don't hesitate to speak to your child's class teacher or Mrs Downing / Mrs Day.

What is SEN?

At different times in their school life a child may have a Special Education Need (SEN). The code of practice defines SEN as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for him/her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

Types of SEN

In the Code of Practice, SEN and provision falls under four categories:

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
Moderate/severe/profound and multiple learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) anxiety, anger and depression
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

How is SEN Identified at Good Shepherd?

When a child is making significantly slower progress than their peers or is struggling to achieve their predicted potential they could be considered to have Special Educational Needs (SEN).

In partnership with the Class teacher, Special Education Needs Coordinator (SENCO) and parents we will look for any barriers to learning.

Barriers could include:

- Absences or lateness
- Changing schools or moving house
- Difficulties in speaking English
- A temporary illness or injury e.g. broken arm
- Worries or concerns such as a family bereavement
- Being a young carer

We know that children who experience these types of issues may be vulnerable students, however slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

At Good Shepherd teachers 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.

The next steps would be as followed: -

- Teachers in full consultation with their teaching team complete a 'pupil referral form' and send to the SENCO for review
- SENCO to offer strategies and advice - class teacher to implement these
- SENCO to carry out classroom observations followed by some assessments

Such assessments include: -

- Reception National Benchmarking tests
- Phonics screening in Year 1
- SATs in Year 2 and Year 6
- YARC Reading Assessment
- SALT assessment and screening
- Fine motor skills assessment
- Boxall Profile
- NFER tests
- Non-Verbal reasoning tests

We will have an early discussion with the pupil and their 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

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

What Support do Pupils Get in the Classroom?

All pupils are given quality first teaching. This means that class teachers are well trained; lessons are well planned, exciting and differentiated to ensure that all pupils can access the learning at their own level. All teachers will highlight a document to look at all areas of provision for a child with SEN looking at their provision and practice.

- For pupils with SEN, differentiated work is set which encourages all learners of SEN to be independent learners and to be successful
- Adapting our resources
- Using recommended aids, such as laptops, colored overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Some may require additional support from the class teacher or teaching assistant as part of a small group, pair or individual

All SEN pupils will have an Individual Support Plan (ISP). This will outline specific targets for the child and identify what support and resources need to be put in place for the child to make progress. An ISP is regularly assessed and updated by parents, class teachers and the SENCO/Inclusion Manager every term (3 x a Year).

How are children supported with more Complex Needs?

Occasionally some of our children with SEN may require more support beyond our classroom provision. Should a child need a more specialised package their case would be presented (with parental consent) to a Locality SEND Forum. At this Forum there are a working group of professionals, health professionals, SENCOS, and headteachers present (See school website for further information on the SEND Locality). At this meeting decisions are made to determine the support and additional funding to further support the child. It is at the Locality Panel where a decision is made if a child can be put forward for an Education Health Care Plan (EHCP).

How Skilled are the Staff in Meeting the Needs of Children With SEN?

At Good Shepherd we hold whole staff training sessions, regular courses and visits to other schools to enhance and upskill staff. We continuously look to develop our practice and extend our expertise.

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge. This includes:

- Sensory Processing Difficulties
- Speech and Language
- English strategies
- Maths strategies
- ELKLAN
- Autism
- Makaton
- Phonics
- First Aid
- Positive handling
- Safeguarding
- ELSA
- Neurodiversity

As our school is part of the Locality group we have regular training, OUTREACH support and additional support with SEND services.

Our staff also regularly visit alternative provisions to share good practice as well.

We have regular staff meetings where all members share ideas to promote successful learning strategies.

Curriculum leads attend co-ordinator meetings to keep up to date with local and national initiatives in education.

The SENCO/ Inclusion Manager (Mrs Downing) attends local authority SENCO briefing meetings as well as being part of the SENCO cluster.

What Additional Support Can Good Shepherd Offer My Child?

Additional Literacy Support:

- We have a team of well-trained Teachers and Teaching Assistants who work with small groups of children and provide individual support
- We have a group of volunteers who are passionate about helping our struggling readers make progress
- 5-minute Literacy boxes
- 5-minute phonic boxes
- Toe by Toe programme
- Precision teaching
- Our SEN Governor supports with reading and comprehension weekly
- Volunteers support with reading

Additional Maths Support:

- We target small groups of children throughout the school, giving them additional number work
- 5-minute maths boxes
- 'Times Tables Rock Stars' is available for children to reinforce their multiplication and thoroughly embed their learning

Occupational Therapy:

- Some children may require additional apparatus to help them achieve; we take advice from our occupational therapist to ensure that our children have the correct pencil grips, writing slopes, specialist chairs etc

Speech and Language:

- We have regular visits from the NHS speech and language therapist who shares her care plans with our speech and language team.
- TA (Elklan trained) to support children
- We have additional TAs to support children's speech and language needs (colourful semantics and Bucket Time)
- Love to Communicate – additional Speech therapy
- Any difficulties in communication are identified quickly and the appropriate support put in place

Croydon Sensory Team:

- Some children may require additional interventions should they have a sensory need (vision, hearing etc)
- A consultant will come into school and offer support to the child and the school

1:1 Teaching Assistant Support

Some children might need short term individual support to help them achieve academically or to help them manage their physical needs. We have a team of well-trained 1:1 TAs who are deployed in particular year groups to offer this support.

Pastoral Support

We have an in-house Social and Emotional health lead (ELSA) who works with children who present with these needs. Children are timetabled for interventions and support.

We know that a child cannot learn unless he or she is ready to do so emotionally. We have a counselling service (Centre of CHANGE) to support our children's emotional needs. Our counsellor works closely with the children and their family.

Which Outside Agencies Could I Access Through Good Shepherd?

The use of outside agencies very much depends upon the individual needs. However, some are frequent visitors to school.

The Educational Psychologist

Our school Educational Psychologist is Karina Ng. Karina visits Good Shepherd regularly and is available for advice. Children are referred to Karina if they are not making the expected progress given the amount of support that they are receiving. Karina observes and assesses the pupil and then, in consultation with the parent, helps the school decide the best way forward for the pupil.

Speech and Language Therapy

We are visited a number of times per term by a qualified speech therapist. Parents and staff can refer children to this service. The children are assessed and a care plan is written. This care plan has actions and targets for the individual. These actions are carried out by the school speech and language trained TAs. On occasions the speech therapist themselves may work directly with the pupil. The speech therapist will occasionally train staff who will be working with particular children.

Occupational Therapy

Parents and staff can refer a child to this service. The pupil is assessed and a care plan is written. The care plan has actions and targets for the individuals which are carried out both in lessons and supported at home.

How will I know if my child is making progress?

Good Shepherd has an open-door policy. Parents and carers are welcome to make an appointment to discuss their child's progress at any time. Class teachers are available before school starts and after school to speak to parents.

Parents can see the SENCO upon request.

Formal parents' evenings are held three times a year. At these meetings the parents of children with SEN will be given a copy of their child's Individual Support Plan (ISP). This is an opportunity to discuss your child's progress and to help make new targets for the coming term.

There are half termly Inclusion Meetings to discuss in depth each individual's targets and interventions set. This is also an opportunity to look at the impact of interventions. We use provision maps to measure progress and hold annual reviews for pupils with EHC plans. Parents are also invited in each half term to 'touch base' on their child's progress and an opportunity to discuss any queries/ concerns that they may have.

Each child receives a written report at the end of the school year detailing his/her progress.

The progress of pupils at Good Shepherd is monitored very closely. We aim for all of our pupils to make good or better progress:

- The SENCO monitors the progress of each intervention provision and meets regularly with the leaders of provisions to discuss individuals and any necessary changes that need to be made to provisions.
- The SENCO meets with the SEN Governor half termly to discuss specific provisions and provides data to show their impact.

The Current Range of Disabilities within Good Shepherd

The school has children with a range of disabilities which include Autistic Spectrum Disorder, ADHD, Hearing and Visual Impairment and medical conditions such as, Chronic Allergies and Sickle Cell Anaemia. When children enter school with specific disabilities, the school liaises with LA professionals for assessments, support and guidance for the school and parents/carers.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Every child has an asthma care plan.

Some children have allergies or food intolerances/cultural food choices. We have our own independent caterers who are able to meet the needs of children with specialist diets in an inclusive environment.

All medical information is collated and available to the relevant staff, with a designated member of staff responsible for their monitoring.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Consent forms for the administration of medicine are filled in by parent/carers, outlining the condition and dosage of medication. All medication that is given is recorded by a senior leader and another adult.

Enabling pupils with SEND to engage in activities available to those in school

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Any Special Need that a child has is shared with the relevant staff and additional provision is provided as required.

- All pupils are encouraged to go on our residential trip
- All pupils are encouraged to take part in sports days, workshops, performances, assemblies etc.

What Support Can Good Shepherd Offer Parents?

Our aim is to support our families. Occasionally parents may require additional help and we encourage them to speak to Mrs Downing or a member of our office team who can tailor the support as required.

What Happens When My SEN Child Transfers to Secondary School?

Moving on to secondary school can be an anxious time for any child. We try to make sure that our pupils have opportunities to visit secondary schools during their time at Good Shepherd and so are familiar with our local schools.

We also work closely with our secondary school colleagues to make sure that transition is smooth, passing on information well before the child is due to attend so that their needs can be catered for.

If your child has an Education Health Care Plan we arrange a transition meeting towards the end of Year 6 and invite secondary school colleagues. Parents find this meeting very valuable in ensuring that the correct provision is available for their child at transition.

If a child is very anxious about moving to secondary school extra visits are arranged and a secondary school staff member is selected to meet your child. A familiar face on the first day can make all the difference!

Is Good Shepherd an Accessible School?

Good Shepherd is a single-story school with step-free access into the school. There are a number of steps within the school building but there are several stair lifts. We also have an accessible toilet.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by The Equality Act 2010

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Good Shepherd Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

What Should I do if I Am Not Happy with The Provision My Child Receives?

If you do not feel that your child is progressing as you expected come in and see us!

Make an appointment with the class teacher, or come and see the SENCO.

If after a discussion with the SENCO you are not happy, you could contact our SEND Governor and Chair of Governors – Mrs Carol Kellas

You can contact her by post at:

Good Shepherd Primary School
Dunley Drive
New Addington
Croydon
CR0 0RG

To find out more about what Croydon Local Authority can offer you child and family please follow the link below.

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>