



**Good Shepherd Catholic
Primary & Nursery School**

SEN INFORMATION REPORT

Last Review Date: February 2020

Next Review Date: February 2021

WHAT CAN GOOD SHEPHERD OFFER YOUR CHILD?

“Pupils spoke highly of the school and say they ‘are encouraged to learn and to always try our best’.” (OFSTED 2018)

We appreciate that many children require additional support at some time in their school career. A short boost of support in a specific area may be all that is needed to put one child back onto the path to success whilst another may require a longer-term solution.

How many pupils with Special Educational Needs are there at Good Shepherd?

	Number on role	Children receiving SEND support		Children with EHCPs	
Good Shepherd	246	32	13%	2	0.8%
Croydon	N/A	N/A	11.3%	N/A	1.6%
National	N/A	N/A	12.2%	N/A	1.3%

At Good Shepherd our aim is ‘Striving for excellence- together as one’. Our pupils are encouraged to be independent learners with a strong self-belief that they can achieve success. Their learning and development are based on a motto of ‘Going for Gold’ in all that they undertake. Being a Catholic School our ethos is based on strong Christian values; we exist to promote the love of God and the teachings of Christ, through excellence in education and high standards.

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:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

This includes a wide range of needs such as:

- Moderate learning difficulties and global delay
- Autism and social communication differences
- Specific learning differences e.g. dyslexia and dyscalculia
- Speech and language difficulties
- Social, emotional and mental health difficulties
- Visual or auditory difficulties
- Anxiety, anger and depression

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, 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 but this does not mean they would be identified as a child with SEN.

The learning of all children at Good Shepherd Primary School is regularly and rigorously assessed. School leaders check books, observe lessons and monitor the achievement of the children. There are ½ termly Inclusion Meetings to discuss in depth each individual and targets and interventions set. Parents are also invited in each ½ term to 'touch base' on their child's progress.

We also use formal assessment to monitor progress:

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

After collecting information on progress and attainment and following agreement with parents; a child experiencing long term and complex barriers to their learning will be placed on the SEN register.

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.

For pupils with SEN this could mean that they are given a slightly different task to achieve or are using visual clues or equipment to help them complete their task. Some may require additional support from the class teacher or teaching assistant as part of a small group, pair or individual.

Some 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.

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
- Literacy strategies
- Maths strategies
- ELKLAN
- Autism
- Makaton
- Phonics
- First Aid
- Positive handling
- Safeguarding

Our staff also regularly visit alternative provisions to share good practice as well as engaging outreach support from special schools

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.

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 Amusan	Child Protection
Mrs Downing	Medical Care Plans

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.

You can contact any of these members of staff through the main school switchboard - 01689841771

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.
- Our SEN Governor supports with reading and comprehension weekly

Additional Maths Support:

- We target small groups of children throughout the school, giving them additional number work.
- '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.
- We have additional TAs to support children's speech and language needs.
- Any difficulties in communication are identified quickly and the appropriate support put in place.

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 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 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.

1. 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.

2. 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.

3. 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

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 Inclusion Manager 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 ½ termly Inclusion Meetings to discuss in depth each individual and targets and interventions set. Parents are also invited in each ½ term to 'touch base' on their child's progress and 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/Inclusion Manager 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 Inclusion Manager meets with the SEN/Inclusion Governor to discuss specific provisions and provides data to show their impact.

Is Good Shepherd an accessible school?

[\(Link to accessibility plan\)](#)

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. eg. 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.

The Current Range of Disabilities within Good Shepherd

The school has children with a range of disabilities which include Autistic Spectrum Disorder, ADHD, Hearing 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 parents, outlining the condition and dosage of medication. All medication that is given is recorded by a senior leader and another adult.

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 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!

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 Inclusion Manager. If after a discussion with the Inclusion Manager you are not happy, you could contact our Inclusion 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

What do all the abbreviations mean?

- **ASD** Autistic Spectrum Disorder
- **ADD/ADHD** Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
- **BSS** Behaviour Support Service
- **EHCP** Education Health Care Plan
- **EP** Educational Psychologist
- **EWO** Education Welfare Officer
- **FSM** Free School Meals
- **G&T** Gifted & Talented
- **HI** Hearing Impaired
- **IEP** Individual Education Plan
- **LA** Local Authority
- **LD** Learning Difficulties
- **LSA** Learning Support Assistant
- **MLD** Moderate Learning Difficulties
- **NC** National Curriculum
- **ODD** Oppositional Defiance Disorder
- **OT** Occupational Therapy
- **PRU** Pupil Referral Unit
- **SALT/SLT** Speech and Language Therapy
- **SATs** Standard Assessment Tests
- **SEN** Special Educational Needs
- **SENCo** Special Educational Needs Co-ordinator
- **SLD** Severe Learning Difficulties
- **SpLD** Specific Learning Difficulties
- **SPM** Sensory, Physical, Medical
- **SEMH** Social, Emotional and Mental Health
- **TA** Teaching Assistant
- **VI** Visually Impaired

TO FIND OUT MORE ABOUT WHAT CROYDON LA CAN OFFER YOUR CHILD
FOLLOW THIS LINK:

<https://www.croydon.gov.uk/education/special-educational-needs/sen-education/sen-specialist-provision/sen-croydon>