



**Good Shepherd Catholic
Primary & Nursery School**

**SEN POLICY
(SPECIAL EDUCATION NEEDS)**

**Last Review Date: January 2026
Next Review Date: January 2027**

Aims

At Good Shepherd Primary School, there is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. This very much follows the Catholic life of our school, 'Learning together as part of God' family.' This school rule inspires everyone to flourish in a safe, stimulating environment where all members show love for themselves and each other. Children are expected to be treated fairly and with great respect as God made everyone.

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

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. Such training will also be reviewed during teaching staff's performance management.

The School will:

- Ensure that it meets its legal responsibilities for children with special educational needs
- Promote equal opportunities for all children whatever their gender, background, race or abilities
- Provide a staff structure with clear lines of responsibility for SEND: - All teachers are teachers of SEND
- Ensure that appropriate training and support are provided in relation to the Special Education Needs Coordinator's responsibilities for meeting SEND and provide opportunities to pass on appropriate information to staff
- Put into place programmes of work for all classes, groups or individuals which enable all children to experience success and enthusiasm for learning
- Operate a system of record keeping and regular monitoring of each child's progress e.g. half termly Inclusion Meetings/formal assessment/observations
- Involve parents and encourage their participation – termly 1:1 forum with The SENCO and termly target setting and review of children's individual support plan
- Ensure effective ways are found to inform and consult with parents about SEND in school, and support those parents/carers whose children have SEND
- Consider the views of the child (children will lead the target setting process, where appropriate)

- Devise effective lines of communication between all involved; children, staff, parents/carers, governors and other agencies
- To seek support from outside services, when required, so that the child's needs are addressed.
- Maintain 'The Graduated Response' as outlined in the Code of Practice 2014.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Legislation and Guidance

All Schools:

- This 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 SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities 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 don't share it.

Inclusion and equal opportunities

At Good Shepherd we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. Regular Inclusion Walks will take place half termly by the SEND team and appropriate feedback provided to ensure that everyone is consistent and up to date with new initiatives and that good practice is shared at all times.

The Inclusion team will visit specialist provisions and have extensive training to keep up to date with the latest policies, practice and incentives. The SENCO will attend the Local Authority SEND briefly each term.

Children with complex needs

At Good Shepherd we understand the importance of positive well-being. Where children find it difficult to manage learning in whole class environments we have two dedicated rooms. All children who access to this room have an Education Health Care Plan.

1. Caterpillar Room KS1- Interventions and small group sessions take place with Miss Crockford and Miss Jess.
2. Butterfly Room KS2 where specific tailored interventions and learning takes place. This is led by Kayleigh Woodley our Special Education Needs Room Leader. This is overseen by Mrs Downing, the SENCO and Inclusion Lead.

The Inclusion Team

Good Shepherd has an Inclusion team where staff are highly skilled in different areas:

Mrs Downing:- SENCO and Inclusion Manager/Deputy Head/Safeguarding

Miss Crockford and Miss Jess – Intervention leaders – (Caterpillar room)

Mrs K Hall:- Pastoral/ Mental Health Lead (ELSA)

Mr Britto- Pupil Premium champion and SEN team

The Inclusion Team meets weekly to discuss SEND provision across the school and continuous practice. This is an opportunity to discuss individual's needs as they arise and to put in early support rapidly.

Definitions:-

Special Education Needs

"A pupil has SEN if they have a learning difficulty or disability which calls for 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.

Disability

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 daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

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">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• 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
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">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences <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>

AREA OF NEED	
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"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Roles and Responsibilities

The SENCO is Mrs Downing.

She will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Make sure 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
- 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
- With the headteacher 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

The Governing Board

The Lead Governor is Mrs Kellas

She will ensure that the school will -

- 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

The Headteacher is Mrs Day

She will:

- 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

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- 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
- 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

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. At Good Shepherd we have an open-door policy so are always available.

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:

- 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.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. 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

The pupil's views will be considered in making decisions that affect them, whenever possible.

Admission and accessibility arrangements

At Good Shepherd we welcome all children. We arrange a pre- visit to the school for the family followed by an Inclusion Meeting with the parents and child so that we can put the appropriate provision in place before the child starts the school and any necessary referrals are therefore made.

We prioritise children who have named Good Shepherd on their EHCP before allocating any other places to pupils.

Accessibility arrangements

Our School have taken many steps to prevent disabled pupils from being treated less favourably than other pupils.

These are large disabled toilets, a chair lift and ramps and covered walkways.

We have close relations with the Croydon Sensory Team who assist us with plans for children with vision and hearing loss. Additional adults are available to help increase the extent to which disabled pupils can participate in the curriculum.

We make many reasonable adjustments to allow for these pupils to gain full access to the curriculum. These adjustments are based upon each individual need.

Partnerships with Parents

Croydon has a Parent Partnership service, offering independent support for parents and carers with children with SEN. Parents of any pupil identified with SEN may contact the Parent Partnership service for independent support and advice. The school will send you weekly newsletters with updates. Please follow the link for what is available in Croydon.

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

Complaints Procedure

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the Class Teacher, followed by the SENCO/ Headteacher. We 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/headteacher in the first instance. They will be handled in line with the school's complaints policy.

Monitoring and evaluation arrangements

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our Aims at the beginning of this policy.

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