



**Good Shepherd Catholic
Primary & Nursery School**

SEN POLICY

Last Review Date: January 2021

Next Review Date: January 2022

Definitions and 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.

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. 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. We are committed to working with all members of our school community to help ALL pupils achieve success.

"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

Types of SEN

- 1 Communication and interaction
- 2 Cognition and learning
- 3 Social, emotional and mental health difficulties
- 4 Sensory and/or physical needs

This includes a wide range of needs such as:

- Moderate learning difficulties and global delay
- Autism and social communication differences
- Specific learning differences such as dyslexia and dyscalculia
- Speech and language difficulties
- Social, emotional and mental health difficulties
- Anxiety, anger and depression

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 Inclusion Manager 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

Roles and Responsibilities

The SENCO/Inclusion Manager is Mrs E Downing.

She will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN 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 work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor is Mrs C Kellas

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school - this will involve termly meetings with the SENCO.

The Headteacher is Mrs Day

The Headteacher will:

- Work with the Inclusion Manager and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- 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 how they can be linked to classroom teaching
- Working with the Inclusion Manager to review each pupil's progress and development and decide on any changes to provision. Half-termly Inclusion Meetings will take place to facilitate this and discuss the provision and impact.
- Ensuring they follow this SEN policy

Legislation and Guidance

This policy and information report 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

Identification, Assessment and Provision

Good Shepherd is committed to the importance of early identification, assessment and provision for any child who may have SEND. Once a place is offered at our Nursery the SENCO, Nursery Teacher and parents will arrange consultations of the child's developmental milestones enabling the team to have a profile of children upon entry so that the appropriate provision is provided from the offset. This same process is applied to children entering our Reception.

It is then the responsibility of the Inclusion Manager to ensure that all relevant information is communicated to members of staff who will teach a pupil with identified special needs throughout the years he/she spends in the school.

As a means to support early identification, the school will use the following points:

- Pupils are given baseline assessment on first entering the school so that Literacy and Numeracy weaknesses can be identified immediately, along with other learning needs
- Class teachers are asked to identify any pupil who is having difficulties with either learning or behaviour
- We also use other formal assessments to monitor progress: -

Phonics screening in Year 1

SATS in Year 2 and 6

Non-verbal reasoning tests

NFER tests

SALT assessment screening

Fine motor skills assessment

YARC reading tests

Boxall Profile

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. They will then receive an enhanced package of support and effective special provision. This is will be managed by the four part cycle known as ***The Graduated Response: Assess, Plan, Do, Review*** as outlined in the Code of Practice 2014.

Allocation of Resources

Good Shepherd are the Early Adopters of Special Education Needs (see website for more information) and we pride ourselves on being inclusive. The needs of SEN children are primarily addressed through high quality teaching and support within the classroom. Where appropriate, children may be withdrawn from the class for short periods of time if it is beneficial to their learning. Our provision maps outline the support provided depending on a pupil's needs. We work closely with external agencies who are also involved in drawing up an individual learning plan.

Pupils with severe and complex needs will have an EHC (Educational Health Care) plan involving additional support from the Local Authority.

Our aim is to personalise learning for all our SEN pupils and focus on achieving realistic and positive outcomes, which will enable pupils to succeed.

Support across the school is a layered approach.

This is carried out in three steps:

1. Quality First Teaching in the classrooms, which is of a high standard and Inclusive.
2. School Pupil Support in the form of Individual and/or group Intervention over a period of time, which is assessed and reviewed in one or more of the four areas of support.
3. Individual Support Plan when children are entered onto the SEN Register and have outside specialist support.

An ISP is regularly assessed and updated (termly) by parents, class teachers and the SENCO/Inclusion Manager.

Children identified as having SEN may receive support including:- additional Literacy/maths support occupational therapy, speech and language 1:1 teaching assistant support, pastoral support counselling support, Education Psychologist targeted work. The range of support available will be intensive, individualised and sustained.

Expertise and Training of Staff

We have a hardworking team at Good Shepherd who look to develop their practice and extend their expertise.

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

- Mental health first aiders
- Processing difficulties
- Speech and Language
- Literacy strategies
- Phonics
- Maths strategies
- ELKLAN
- Autism/ ADHD
- Phonics
- First Aid
- Safeguarding

- Social and emotional strategies
- Sensory, vision / hearing

We use specialist staff for maths and English in Year 2-6.

We have regular CPD and training opportunities which are shared during staff meetings and training days/weeks.

Transition

Children with SEN are sensitively managed upon transition. In some cases additional multi-agency meetings maybe arranged to create a more detailed 'transition' plan, which may include more visits to the new school and/or additional visits from the new school.

Partnerships Beyond the School

Links with other agencies

External and internal services play an important part in helping Good Shepherd identify, assess and make provision for pupils with SEN.

The use of outside agencies depends upon individual needs. However, some are frequent visitors to our school. These include: - the Educational Psychologist, Speech and Language, School Therapist.

When Moving to Another School:

We will contact the school SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will make sure that all records are passed on as soon as possible.

When Moving Classes in School

An information-sharing meeting will take place with the new teacher.

Opportunities to visit the new class /teacher.

In Year 6 /7 Transition

The SENCO and/or class teacher will attend the Primary to Secondary Transition day meeting to discuss specific needs of your child and the nature and level of support, which has had the most impact.

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. Good Shepherd will send you weekly newsletters with updates.

Complaints Procedure

All teachers are teachers of SEND, therefore it is their responsibility to adapt and refine the curriculum to respond to strengths and needs of ALL pupils.

If a parent is unhappy about the provision that is being offered to their child by Good Shepherd, he or she should contact the class teacher, SENCO/Inclusion Manager or the Headteacher

Accessibility

Good Shepherd is an accessible school. We make the following adaptations to ensure all pupils' needs are met:

Pupils with SEN and Disability can take part in all aspects of school life and that the school buildings and outdoor spaces are adapted.

Access arrangements currently include:

- Sound Field System to enhance for pupils with hearing impairment
- Wheel Chair Access
- Disabled toilet facilities

Evaluating Success

The success of the school's SEN policy will be judged against the aims set out above. The policy will be reviewed regularly. The success of the schools SEN policy and provision can be evaluated through:

- Review of the SEN register- progress made by identified pupils
- Monitoring of ISPs by SENCO/Inclusion Manager- effectiveness of strategies used
- Monitoring of classroom practice by Headteacher / Inclusion Manager
- Involvement of parents/ carers in provision made for their child
- Analysis of pupil tracking data and test results
- Monitoring of procedure and practices by Inclusion Governors.

This policy has been reviewed in line with current Special Education Needs and Disability Code of Practice.

January 2021.