

Good Shepherd Academy SEN Information

1. What kinds of special educational needs does the school/setting make provision for?

At The Good Shepherd Academy we believe that all children should be valued equally and we make provision for a variety of special educational needs.

These can include:

General learning difficulties

Specific learning difficulties

Emotional and behavioral difficulties

Physical difficulties

Sensory difficulties

Speech and language difficulties

Medical conditions

We recognise that Special Educational Needs can occur at any time across the full age range of the pupils and across the range of ability. Provision will be allocated according to need.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

At the Good Shepherd Academy children are identified as having SEND through a variety of ways including the following:

- Liaison with previous setting
- Liaison with external agencies including
 - Specialist Family Support Services (SFSS)
 - Educational Psychology Service (EPS)
 - Physical Disability Support Service (PDSS)
 - Speech and Language Service (SALT)
 - School nurse and Community Paediatrician
- Child performing significantly below age expected levels
- Concerns raised by Parent
- Concerns raised by Class Teacher for example behaviour or self-esteem is affecting performance
- Class Teacher observations and assessments
- The SENCo will collate information about pupil's and will work with the class teacher to decide on any action that needs to be taken collecting parental consent where appropriate and always organising a meeting with parents/carers if this has not already occurred.

If you think your child may have special educational needs talk to us. We pride ourselves on building positive relationships with parents. We are open and honest with our parents and hope they are able to do the same with us.

- Firstly contact your child's class teacher or the SENCO.

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3 a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress and provision will be monitored on a termly basis in line with the SEND Code of Practice.

3 b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at the Foundation Stage through to Year 6, using a variety of different methods.

Children who are not making expected progress are picked up through regular Pupil Progress meetings. During this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

When the child's targets are reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

You are always welcome to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

If your child is on the SEND register they may have a Pupil Passport which will have individual targets. This is discussed on a termly basis and parents are given a copy of the Pupil Passport. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have an EHCP (Education Health Care Plan), which means that a formal annual meeting will take place to discuss your child's progress and a report will be written.

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The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.

For further information the SENCO is available to discuss support in more detail. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

3 c) What is the school's approach to teaching pupils with special educational needs?

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

3 d) How will the curriculum and learning be matched to my child/young person's needs?

- Work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be different levels of work set for the class, however on occasions this can be individually differentiated.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Pupils with Special Educational Needs will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of the parents and the needs of the individual.
- Every effort will be made to educate pupils with Special Educational Needs alongside their peers in a classroom setting, where appropriate. Whereas interventions will take place out of the classroom environment, in another area of the school. For example the Meeting room or ICT Suite.

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At Good Shepherd Academy we ensure that we:

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Provide regular training and learning opportunities for staff in all departments on the subject of Special Educational Needs and Special Educational Needs teaching. School staff should be up to date with teaching methods, which will aid the progress of all pupils including those with Special Educational Needs.
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Make sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

3 e) How are decisions made about the type and amount of support my child/young person will receive?

The school budget, includes money for supporting children with SEND.

The Governors and Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities on the basis of needs in the school.

The Head Teacher and the SENCo discuss all the information they have about SEND in the school. From this information, they decide what resources/training and support is needed.

3 f) How will my child/young person be included in activities outside the classroom, including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
- After school activities are offered to all the children and are planned to include all pupils, giving equal opportunity regardless of disability, race, ability, gender and social economic status.

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3 g) What support will there be for my child/young person's overall well-being?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

Miss Hellen Leonard is the school SENCO and can be contacted through the school office.

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

5 a) What training have staff supporting special educational needs had and what is planned?

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.
- The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff and cascades relevant information back to the teaching staff.
- We recognise the need to train all our staff on SEN issues during allocated Staff Meeting Training sessions and Specific Inset days. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management

5 b) What specialist services and expertise are available or accessed by the setting/school?

- We are committed to whole school inclusion.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -
 - Education Support Services
 - Educational Psychology Service

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- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- GP's and Paediatricians
- SALT (Speech and Language Therapy)
- School nurse
- Occupational Therapy
- Physiotherapy
- CAMH
- Social workers

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

Physical environments

- Wheelchair access is provided to the main building and St Anne's building
- A disabled toilet and facilities for changing
- Designated areas have been painted yellow to support Visual Impairment participation.
- We will liaise with relevant agencies if it is identified that specialist equipment is required for a child/children
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

Good Shepherd Academy believes that a close working relationship with parents is vital in order to ensure

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN.
- Personal and academic targets are set and met effectively

Every parent/carer will be kept up to date with their child's progress through termly parents evening and if necessary during Pupil Passport reviews. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

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In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service or other agencies where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

A weekly home-school booklet may be used to support communication with you when this has been agreed to be useful for you and your child.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

- Pupil participation is a right. At Good Shepherd Academy we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children who have Pupil Passports have their targets reviewed regularly and this process is carried out alongside the class teacher.

- If your child has an EHCP, their views will be sought before any review meetings.
- After each intervention has taken place pupils complete a questionnaire to evaluate the effectiveness of the learning they have carried out. This information is used to adapt the provision accordingly.

9 .What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

At Good Shepherd Academy we are committed to building positive relationships between pupils, parents and staff and foster an open approach to communicating with each other. If a parent or carer feels that they would like to raise a concern then they are encouraged to speak to their child's class teacher in the first instance or the school SENCO, Miss Hellen Leonard and discuss the matter further.

Our school and governing body take complaints seriously and will act upon these on an individual basis. Please look at the school complaints procedure on the website.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations)

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in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SENCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.

Our SEND Governor meets regularly with the SENCo to make sure that children and families are being supported by the right services from both in and outside school. The SEN Governor may also visit the school, observe what happens in classrooms and meet with class teachers, support staff and children.

The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

11. How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

The Good Shepherd Academy will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

Our Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Education Psychology Service.
- Behavior Support Service.
- Social Services.
- Speech and Language Service.
- Language and Learning Support Service.
- Specialist Outreach Service.

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

There are a variety of different organisations that can help support you and your child.

http://nottinghamshire.sendlocaloffer.org.uk/kb5/nottinghamshire/fsd/local_offer.page

<http://indigokids.webs.com/>

<http://www.norsaca.org.uk/>

<http://www.ppsnotts.org.uk/>

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12. How will the school/setting prepare my child/young person to

i) Join the school/setting?

Who should I contact if I am considering whether my child should join the school?

- The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.
- Contact the school Admin office to arrange to meet the Head teacher, Mrs. Williams or SENCO, Miss Hellen Leonard to discuss how the school could meet your child's needs.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?

If your child is joining us from another school:

- The SENCO will visit pre-schools when appropriate.
- If your child would be helped by an 'All about me' book to support them in their understanding of transition, then one will be made for them.
- Your child will be able to visit our school and stay for taster sessions
- Some children with Special Educational Needs require additional transition visits to support the transition and familiarise the child with the new setting.

If your child is moving to another school:

- ❖ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- ❖ Where possible, a planning meeting will take place with the SENCO from the new school.
- ❖ We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- ❖ Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Pupil Passports will be shared with the new teacher.

When moving to go to Secondary education

- ✓ A staff member from the new setting will often visit the children in their current class at Good Shepherd Academy. This provides an opportunity for the current and new staff to share assessments and strategies to support the child.
- ✓ We arrange additional visits.

13. Where can I access further information?

- Information regarding our school in general is available on our school website: www.goodshepherd
- You could also arrange to meet Mrs. Williams (Head teacher) or Miss Hellen Leonard (SENCo) who would be happy to answer any questions.