



The Good Shepherd
Primary Catholic Academy
Our School • Our Community

Special Educational Needs and Disability (SEND) and Inclusion

Welcome to our SEND information page. This page provides information on how staff at The Good Shepherd Primary Catholic Academy look after and provide for the needs of children with special education needs and disability (SEND). Our Christian ethos is central to all school life, in which we try to follow in the footsteps of Jesus by showing love and respect to all. Through living out our mission, we value each individual – celebrating success and valuing the uniqueness of each individual, within our school community.

We hope you will find this information useful. If you need further information or would like to discuss your child's needs or provision further, please contact:

The Good Shepherd's SENDCo is

Hellen Leonard

Contact details: 0115 9262983

hleonard@goodshepherd.notts.sch.uk

Please read our Special Educational Needs and Disability Policy if you require more in-depth information about SEN at The Good Shepherd Primary Catholic Academy.

THE LOCAL OFFER

Following the release of the Children's and Families Act document and the New Code of Practice 2014 (See Local Offer Legislation Nottinghamshire County Council), The Good Shepherd's school staff worked with the local authority to update current SEND provision and continue to ensure our provision is up to date and effective. We at The Good Shepherd School have referred to the Nottinghamshire County Council website to ensure the support we provide is in line with their guidelines.

This can be found at <https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>

At The Good Shepherd School, we have developed a document to show the provision we currently offer (Appendix 1). Each year The Good Shepherd school will look at the needs of our pupils and select the interventions that are required to meet their needs. This means that provision in the school is likely to vary year on year to reflect the changing needs of the pupils over time.

WHAT THE SCHOOL PROVIDES FOR PUPILS WITH ADDITIONAL NEEDS

At The Good Shepherd School, we consider the needs of the children within our school prior to the start of each academic year and evaluate our current SEND provision. This is discussed with the Senior Leadership Team in the school and our Trust Director of Performance and Standards and, from this, a whole school provision is agreed. Although we aim to be proactive in our provision, often support needs to be adjusted as children settle into new classes with new routines and expectations, so all plans can be modified, dependent on each individual child's needs and how they change over time. School Leadership are responsive to the needs of the pupils and the challenges they face. Provision is under constant review and parent voice is always considered when provision is considered with a view to any amendments.

Frequently asked questions:

How will school teachers know if my child has an additional need?

Children are monitored closely throughout their educational journey. Summative and formative assessment informs teachers of children's progress and achievement, alongside more informal monitoring e.g. weekly spelling tests. Concerns arise when children make little or no progress within a measured period of time. We do recognise that children go through phases of learning where less or greater progress is made. A clear picture is built up of a child, following discussion with parents and all involved in a child's education, prior to any decision being made as to whether a child is placed on the SEND register or not.

Concern may be expressed by any of the following:

- Parents/Carers
- Class Teacher
- Headteacher/Deputy Headteacher
- Teaching Assistants
- Special Educational Needs and Disability Coordinator (SENDCo)
- School Nurse
- ELSA
- Social Services
- Education Welfare Officer
- Through assessment progress meetings
- Outside agencies
- Other school staff e.g. midday supervisors

This may arise from:

- Informal discussion between parents and staff
- Discussion between staff within the school

- Regular health screening
- Notification from outside agencies
- Testing, screening or assessment procedures within the school that may indicate an additional need, lack of progress or failure to succeed as expected.
- Work scrutiny
- Observations of the child, supported by other supporting features.

Assessment tasks / activities may include:

- SATS
- Star Assessments
- Summative assessment – based on the National Curriculum Year Group expectations
- Dyslexia Screening /Portfolio
- Phonics Phase Assessments
- PHAB2
- Outside agency reports
- Early Years Foundation Stage assessments
- P Level assessment (PIVATs)
- Early Learning Goal journals and tracking updates
- Class teacher observation and SENCO observation
- Other agency assessment

Assessment outcomes are judged according to the SEND graduated approach criteria for entering the SEND register. If a child has been identified as having SENDneeds, a meeting is arranged with parents, class teacher and the SENCO (Miss Leonard) to discuss ways forward using the graduated approach of **assess, plan, do, review**, in a successive cycle, in order to match appropriate and successful interventions to the Special Educational Needs and Disability of the child.

How will my child's teacher know if my child is making progress?

Evaluation of the progress made by pupils with Special Educational Needs and Disabilities will be carried out by analysing test results/school progress tracker at least every term sampling pupil's work and through reviewing progress toward outcomes/targets that have been documented on their target sheets. Parents will meet with the class teacher for a SEND review once a term, when the teacher will review and update the child's personal targets. Target Sheets are shared with parents when a child needs a high level of intervention beyond a few weekly group interventions.

How will my child's teacher ensure my child and myself are involved?

School will tell parents when they first have concerns and identify that a child may have SEND. A meeting will then be arranged with parents, the SENCO and class teacher to discuss the child's needs, interventions required and make a decision together as to whether to place the child on the SEND register.

If a parent has any concerns about their child's educational provision, progress or access to the curriculum, they should make this known to the class teacher, in the first instance, who will record the concerns and pass them on to the SENCO if deemed appropriate to do so. A meeting may then be made with parents to compare assessment information and look at how the pupil is developing.

Once a child is registered as receiving SEN Support, parents will be invited to regular review meetings, at least three times a year, to discuss their child's progress and provision. Parents will be encouraged to be part of the planning of provision, decision making, target setting and review of outcomes. These review meetings are usually held with the class teacher, but the SEND Coordinator may be asked to attend, in order to support the process of identifying a child's needs and setting achievable, measureable targets.

At The Good Shepherd School we believe all children should be involved in making decisions, where possible, right from the start of their education. This may include giving their opinions and views when setting individual targets and outcomes and reviewing them, deciding on additional provision to meet the targets and attending review meetings.

Pupils who receive SEN Support Place Plus will be invited to their annual review when thought appropriate, based on the child's age and stage of development. Irrespective of age, all children with SEND, attending reviews will require support and provision in order to help them contribute as fully as possible to the meeting.

How do teachers ensure there is a successful transition between key stages and classes?

All SEND pupils will have transition plans drawn up in the Summer term or during any other term, if there is to be a move to a new school, new class or phase or a SEND pupil is to be admitted to the school. The plan will detail the transition needs

and time scale for that individual to ensure that; there is adequate information sharing between the different settings and phases; the pupil has the right type of support to continue the progress made; and the pupil has the correct preparation to settle in well to the new environment.

All records will be transferred to the new setting by the SENDCO and Class teacher. The SENDCO and class teacher will liaise with the sending/receiving school or setting of SEND pupils that are being admitted to the school's roll. A meeting may be arranged with parents and previous staff and a transition plan drawn up to help new pupils who are beginning our school. Outside agencies advice and specialist help may be used to support transition for some SEND pupils when necessary.

Home visits take place where a child has not accessed any previous educational provision (e.g. private day nursery, child minder, play group). This is particularly the case for children joining our Nursery and Reception classes. On the home visit, if parents mention any SEND concerns or teachers sense any concerns, a second visit may be offered when the (SENDCO) may come to the home, observe the child and chat with parents to ensure we have a clear understanding of a pupil's needs and arrange the correct provision, prior to the child joining us.

How does school access specialist advice and expertise?

In order to support the identified additional needs of a pupil, The Good Shepherd School will work in partnership and fund work with other agencies such as listed below:

- Educational Psychologist (EPS)
- Specialist Teachers at Schools and Family Specialist Services working for the L.A
- Speech and Language Therapists (SALT)
- GPs and Community Paediatrician
- The Healthy Family Team
- Community and specialist nurses
- Occupational Therapy
- Behaviour and Emotional Mental Health Team
- CAMHS
- Gedling Area Partnership
- Faith in Families
- Safeguarding Services
- Social Workers
- Young Carers Federation

- Other specialist services as needed
- Links with social services and the Educational Welfare Officer and any other relevant outside agencies

Once again, we would like to emphasise that the Christian ethos of The Good Shepherd School has significant prominence and guides our planning and implementation of provision regarding SEND support.

Here at The Good Shepherd we **'Try to live like Jesus'**. Each individual is valued as a gift from God and through living out our motto, we value each individual's contribution within our loving community – celebrating success and valuing the uniqueness of each individual.

Appendix 1:
The Good Shepherd Primary Catholic Academy SEND
Whole School Provision Map

Numeracy

Numicon
Nrich resources
Tables groups
TA support
iPad Apps
1:1 tutoring
KS2 target group
Maths Days

Community Teams

Chaplaincy Team
PTA
ECO Team

Literacy

TA Support
1:1 tuition
Guided Reading
Reading 1:1
Class Stories
Phonics intervention groups
Daily handwriting (1:1)
Toe by Toe
ACE Spelling Dictionaries
Rapid Phonics
Precision Teaching
Targeted comprehension
groups
Spelling groups
Extra Literacy support
Theraputty
Phonics buddies
Y6 and Y1

SEND
Interventions
and Provision

Speech and Language
Therapy (SALT)

1:1 TA focused activities
Visual prompts /
timetables
Picture Exchange Cards
Now and Next
SALT specified tasks
Language Boards

Nurture

Class Buddies
Special Mention
PSHE / Circle Time
Drop-in Prayer time
Sunshine Circle
Play Therapy
Lego therapy
Daily prayers
Class worship

Clubs

Gardening Club
Choir
Dance Club
Sports Club
Playground Peace
makers
SEMH lunchtimes
Y5 and 6 book group
KS1 book group

Out-of-School
Opportunities

Class trips
Whole School trips e.g.
Christmas
Bike Ability
Swimming
Residential:
Hathersage &
The Briars

Behaviour

Missionary Medal
Lunch with Mrs Toner
Home /School diaries
Traffic light system
Special Mention
Assemblies
Creative curriculum

Physical Education

Fine motor activities (sewing, play dough)

Healthy Living sessions/theme days

Gross motor exercises

A range of PE clubs