



**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 Educational Needs and Disability (SEND). Our Christian ethos is central to all school life, in which we love Jesus in all that we do. 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 SENCo is  
Madeline Shaw**

**Contact details: 0115 9262983**

**[mshaw@goodshepherd.notts.sch.uk](mailto:mshaw@goodshepherd.notts.sch.uk)**

Please read our Special Educational Needs and Disability Policy if you require more in-depth information about SEND 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 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, we have developed a document to show the provision we currently offer (Appendix 1). Each year The Good Shepherd 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, 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 (SENCo)
- ELSA
- Healthy Families Team
- 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
- PIVATS Milestones
- 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 SEND, a meeting is arranged with parents, class teacher and the SENCO (Miss Shaw) 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 SENCO may be asked to attend, in order to support the process of identifying a child's needs and setting achievable, measurable targets.

At The Good Shepherd 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 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 pupils with SEND 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 pupil with SEND is to be admitted to the school. The plan will detail the transition needs and the 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

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 SENCO and Class teacher. The SENCO 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 pupils with SEND 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 SENCO 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 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 has significant prominence and guides our planning and implementation of provision regarding SEND support.

Here at The Good Shepherd, we believe in **'Loving Jesus in all we do'**. 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  
TA support  
iPad apps  
1:1 tuition  
KS2 target group

**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)  
ACE Spelling Dictionaries  
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  
Celebration Assembly  
PSHE / Circle Time  
Drop-in Prayer time  
Sunshine Circle  
Play Therapy  
Lego therapy  
Daily prayers  
Class worship

**Clubs**

Choir  
Dance Club  
Sports Clubs  
Wellbeing Warriors  
Mini Leaders  
Y5 and 6 book group  
Y3 and 4 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  
Celebration Assemblies  
Creative curriculum

**Physical Education**

Fine motor activities (sewing, play dough)      Gross motor exercises  
Healthy Living sessions/theme days              A range of PE clubs