



**Good Shepherd Catholic  
Primary & Nursery School**

**SEND INFORMATION REPORT**

**Last Review Date:** September 2024

**Next Review Date:** September 2025

## **Inclusion Team**

SENCO and Inclusion Manager: Mrs E Downing

KS1 SEND Leader: Ms Giraud

KS2 SEND Leader: Mr Danny Gray

Pupil Premium Lead: Mr Britto

Social, Emotional and Mental Health Mentor: Coach George- Palace for Life Sports Coach

SEN Governor: Mrs Carol Kellas

## **Contact details**

[edowning@goodshepherd.croydon.sch.uk](mailto:edowning@goodshepherd.croydon.sch.uk)

[deputy@goodshepherd.croydon.sch.uk](mailto:deputy@goodshepherd.croydon.sch.uk)

*Dedicated SEN time: Mondays and Wednesdays and as appropriate throughout the week.*

*Local Offer Contribution:*

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

## **What is SEN?**

At different times in their school life a child may have a Special Education Need (SEN). The code of practice defines SEN as follows:

'A child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for him/her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

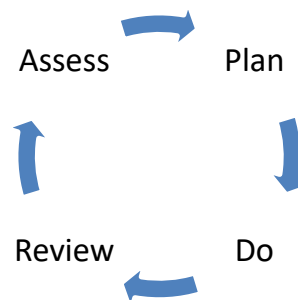
- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

## Whole School Approach:

---

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduate approach** cycle of:



All teachers are responsible for every child in their care; including those with special educational needs.

When a child is making significantly slower progress than their peers or is struggling to achieve their predicted potential they could be considered to have Special Educational Needs (SEN).

In partnership with the Class teacher, Special Education Needs Coordinator (SENCO) and parents we will look for any barriers to learning.

Barriers could include:

- Absences or lateness
- Changing schools or moving house
- Difficulties in speaking English
- A temporary illness or injury e.g. broken arm
- Worries or concerns such as a family bereavement
- Being a young carer

Underpinning ALL our provision in school is the **graduate approach** cycle of:

### **Assess:**

At Good Shepherd teachers assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- The attainment gap widens

This may include progress in areas other than attainment, for example, social needs.

The next steps would be as followed: -

- Teachers in full consultation with their teaching team complete a 'pupil referral form' and send to the SENCO for review
- SENCO to offer strategies and advice - class teacher to implement these
- SENCO to carry out classroom observations followed by some assessments

Such assessments include: -

- Reception National Benchmarking tests
- Phonics screening in Year 1
- SATs in Year 2 and Year 6
- YARC Reading Assessment
- SALT assessment and screening
- STAR assessments
- Fine motor skills assessment
- Boxall Profile
- NFER tests
- Non-Verbal reasoning tests
- SENCO may also discuss particular cases during SENCO forum meetings with other professionals to seek advice and to share ideas.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns or if they have differing views and opinions to how their child is presenting in school.
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record
- We will formally notify parents when it is decided that a pupil will receive SEN support.

The Inclusion team meet weekly to discuss any child who has been flagged up during the week and actions are implemented. The individual child's progress/ behaviour is monitored and support is provided.

Once a child is added to the SEN register the school will:-

**Plan:**

All pupils are given quality first teaching. This means that class teachers are well trained; lessons are well planned, exciting and differentiated to ensure that all pupils can access the learning at their own level. All teachers will highlight a document to look at all areas of provision for a child with SEN looking at their provision and practice.

- For pupils with SEN, differentiated work is set which encourages all learners of SEN to be independent learners and to be successful
- Adapting our resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Some may require additional support from the class teacher or teaching assistant as part of a small group, pair or individual

All SEN pupils will have an Individual Support Plan (ISP). This will outline specific targets for the child and identify what support and resources need to be put in place for the child to make progress. An ISP is regularly assessed and updated by parents, class teachers and the SENCO/Inclusion Manager every term (3 x a year).

All children have their own red target book where they demonstrate their learning through targeted support. Class teachers are timetables 2 x weekly to work with children and their ISP targets.

Occasionally some of our children with SEN may require more support beyond our classroom provision. The SENCO with the consent from the parents may then may referrals to outside agencies such as an Education Psychologist or Speech and Language therapist. They will then work with the children and offer recommendations that the school must put into place. Occasionally a child may still need a more specialised package. It is then that their case would be presented (with parental consent) to a Locality SEND Forum. At this Forum there are a working group of professionals, health professionals, SENCOS, and headteachers present (See school website for further information on the SEND Locality). At this meeting decisions are made to determine the support and additional funding to further support the child. It is at the Locality Panel where a decision is made if a child can be put forward for an Education Health Care Plan (EHCP) and whether a child would be best suited to a specialist provision.

At Good Shepherd, we have some children whose needs are complex and they may find the classroom environment too challenging. Therefore, we have two separate learning provisions. One for the infants and one for the juniors. Both of these rooms are led by experienced Special Needs Leaders. Children who attend sessions in these rooms often will have an EHCP. However, some children with additional needs can access some specially tailored sessions.

#### **Do:**

At the beginning of each academic year the SENCO meets with the teaching team to discuss the individual needs of each child on the SEN register. It is here that the provision is drawn up and a timetable is made to ensure that each child's specific needs are being addressed and supported. Parental meetings are available to discuss targets and progress. These inclusion meetings are held every term looking carefully at progress and if any other reasonable adjustments or support is required. Any support recommended by any outside agencies or from the Locality SEND support must be actioned. This support must be evident and regularly monitored by the SENCO to ensure that every child is making expected progress. This is also discussed during the weekly Inclusion meetings.

#### **Review:**

Having consulted with children and their parents, all our additional provision both internally and externally is based on an agreed outcomes approach. As stated parents are invited each term to discuss their child's progress and any other concerns. Good Shepherd has an open-door policy which means parents are welcome to make an appointment to discuss their child's progress at any time. Class teachers are available before school starts and after school to speak to parents via appointment. This should be booked via the office.

Formal parents' evenings are held twice a year. At these meetings the parents of children with SEN will discuss their targets and the progress made with these. They will decide together upon new targets and a new Individual Support Plan (ISP) will be formally written and signed by child, parents, teacher.

We use provision maps to measure progress and hold annual reviews for pupils with EHC plans. Some of the outside agencies may attend these review meetings to discuss next steps.

Each child receives a written report at the end of the school year detailing his/her progress. The progress of pupils at Good Shepherd is monitored very closely. We aim for all of our pupils to make good or better progress:

- The SENCO monitors the progress of each intervention provision and meets regularly with the leaders of provisions to discuss individuals and any necessary changes that need to be made to provisions.
- The SENCO meets with the SEN Governor half termly to discuss specific provisions and provides data to show their impact.

- The teaching teams meet to look at progress and formally assess the children using STAR assessment so that all teachers know each individual's ability. This consistent approach supports the planning, learning and outcomes for the child and all staff have a shared vision and understanding.

## **SEN Needs:**

---

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

### **1. Communication and interaction**

At Good Shepherd we have specially trained staff members to provide programmes of support through: -

- Social Skills groups
- Bucket Time
- Colourful Semantics
- Speech and language groups (ELKLAN)
- Love to communicate programme

### **2. Cognition and learning**

We have a team of well-trained Teachers and Teaching Assistants who work with small groups of children and provide individual support

- Streamed daily phonic sessions
- 5-minute Literacy boxes
- 5-minute phonic boxes
- Toe by Toe programme
- Multisensory programmes
- Precision teaching
- 5-minute maths boxes
- 'Times Tables Rock Stars' is available for children to reinforce their multiplication and thoroughly embed their learning.
- Reading stars
- Moving Maths

Our SEN Governor supports with reading and comprehension, as do regular volunteers.

### 3. Social, emotional and mental health

To support this, we offer the following:

- Weekly Mentoring sessions:- carefully selected according to need
- 1-2-1 and small group sessions
- Daily 1:1 checks
- SEND KS1 and KS2 football sessions- led by Palace for Life sports coach
- SEND moving maths- led by Palace for Life sports coach
- Zones of Regulations – we use this across the whole school
  - The Zones of Regulation is an internationally-renowned intervention which helps children to manage difficult emotions, known as ‘self-regulation’.
  - To teach **all** of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress.
- ELSA (Emotional Literacy Support Assistant)
  - Topics covered within an ELSA can be social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship building.
- Lego Therapy is an evidence-based approach that aims to develop social communication skills in autistic children (can be accessed and benefitted by all children), such as sharing, turn-taking, following rules, using names and problem-solving.

*Additional support for pupils:*

- Lunch clubs - provide options for children who may struggle on the playground or want something different at lunch times. Children can have a choice of activity – table tennis, Lego, colouring and board games.
- After school clubs – All children with EHCPs and selected children on the SEND register to be given first choice of clubs free of charge. All children are given an opportunity to try something new or build on an existing skill. Clubs on offer have been – football, basketball, cooking, art and film club.
- Pupil Voice/School Council – supports the children in ensuring their voices are heard. We meet weekly. The children are given a question or task to take back to their class and feedback the following week to their fellow School Council members.
- Outside providers – Palace For Life have run PSHE sessions, Police and Fire education, NSPCC ‘Speak out, Stay safe’ program
- Wellbeing and Mental Health days teaching children mindfulness and yoga, plus First Aid training.



- PSHE curriculum (SCARF) covers themes in each class such as friendship, rights and responsibilities, respecting differences
- Kindness certificates each week to celebrate kind acts
- Anonymous surveys allowing pupils to voice their opinions and ideas

#### 4. Sensory and/or physical needs

##### Occupational Therapy:

- Some children may require additional apparatus to help them achieve; we take advice from our occupational therapist to ensure that our children have the correct pencil grips, writing slopes, specialist chairs etc

##### Croydon Sensory Team:

- Some children may require additional interventions should they have a sensory need (vision, hearing etc)
- A plan will be drawn up looking at accessibility
- A consultant will come into school and offer support to the child and the school and progress will be regularly reviewed.
- The sensory team currently enlarge texts for a student at our school and provides extensive support to the teaching team.

#### Consulting with children, young people and their parents

---

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Next steps

#### Staff development

---

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initial of person	Area of expertise	Level (as per p68-9 of SEND Code of Practice 2015)
CG ED DG CG	Social and emotional and mental health	HLTA DHT/SENCO
ED	Reasonable adjustments	SENCO
SB	Phonics	CT

AS KW CG	Speech and Language	TA ELKLAN trained Colourful Semantics Bucket time
DG CG	Maths – intervention 5 minute boxes	SEND leader
DG CG	English intervention 5 minute boxes Toe by Toe	SEND leader

This year, we have put in additional training into quality first teaching, sensory needs in the classroom, zones of regulation, speech and language, autism and best practice, Autism in girls, mental health, ELSA, phonics (READ, WRITE, INC) target setting for individual support plans, reasonable adjustments. The SENCO and SEND leaders attend annual Inclusion events led by Bensham Manor (specialist school) where they take part in workshops and listen to inspirational guest speakers.

### **Staff deployment**

---

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Some children with SEN will have an adult supporting them. This may take part as individual support or as a group. Where possible we will change the 1:1 support teacher to allow a child to work with different adults.

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

### **The Educational Psychologist**

Our school Educational Psychologist is Karina Ng. She has worked at Good Shepherd for a number of years and knows our school community well. Karina visits Good Shepherd regularly and is available for advice. Children are referred to her if they are not making the expected progress given the amount of support that they are receiving. Karina observes and assesses the pupil and then, in consultation with the parent, helps the school decide the best way forward for the pupil. Karina on occasions will deliver whole staff training on a range of complex behaviours. Additional funding is provided through Psychology First where advice clinics are offered to the school.

### **Speech and Language Therapy**

We are visited a number of times per term by a qualified speech therapist. Parents and staff can refer children to this service. The children are assessed and a care plan is written. This care plan has actions and targets for the individual. These actions are carried out by the school speech and language trained TAs. On occasions the speech therapist themselves may work directly

with the pupil. The speech therapist will occasionally train staff who will be working with particular children.

### **Occupational Therapy**

Parents or the SENCO can refer a child to this service. A pupil must have difficulties in at least 4 categories which impact their day to day lives. The pupil is assessed and a care plan is written. The care plan has actions and targets for the individuals which are carried out both in lessons and supported at home.

### **Croydon Sensory Support**

This service offers a very specialised service to our children who are visionally impaired or deaf. They provide a range of resources and write care plans so that these children are fully integrated through reasonable adjustments in school and at home.

These services have benefitted our children and their families by providing specialist advice and support for school teachers and parents. They regularly visit Good Shepherd to review progress.

### **School Partnerships and Transitions**

---

Moving on to secondary school can be an anxious time for any child. We try to make sure that our pupils have opportunities to visit secondary schools during their time at Good Shepherd and so are familiar with our local schools.

We also work closely with our secondary school colleagues to make sure that transition is smooth, passing on information well before the child is due to attend so that their needs can be catered for. The SENCO can offer advice on suitability of secondary schools.

If your child has an Education Health Care Plan we arrange a transition meeting towards the end of Year 6 and invite secondary school colleagues in to work on a transition programme with them.

If a child is very anxious about moving to secondary school extra visits are arranged and a secondary school staff member is selected to meet your child. A familiar face on the first day can make all the difference! We deliver a very specialised transition programme to aid with the secondary transfer.

We closely monitor children destination data.

### **Good Shepherd – An Accessible School**

---

Good Shepherd Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

## **Complaints**

### **What Should I do if I Am Not Happy with The Provision My Child Receives?**

If you do not feel that your child is progressing as you expected come in and see us!

Make an appointment with the class teacher, or come and see the SENCO.

If after a discussion with the SENCO you are not happy, you could contact our SEND Governor and chair of Governors – Mrs Carol Kellas

You can contact her by post at:  
Good Shepherd Primary School  
Dunley Drive  
New Addington  
Croydon  
CR0 0RG

## **Challenges this year**

---

Challenges for our school have included the increased number of children with social, emotional and mental health difficulties.

A lot of work has gone into this area (see above the current support in place)

The increased number of children with Speech and Language needs and a shortage of speech and language therapists and available to Croydon.

There have been more complex needs where the environment is a huge barrier for the children. This is now why there are now smaller learning rooms which are lead by Mr Gray and Ms Giraud the SEND leaders. A number of children have access to this provision where learning is tailored very specifically to their needs.

## **Further development**

---

Our strategic plans for developing and enhancing SEN provision in our school next year include ...

- Training all TAs in Speech and Language so that all are confident in delivering interventions.
- Focus on quality first teaching and use of reasonable adjustments
- Autism and how to manage this within the classroom
- Greater independence for children with additional needs
- Evidence of targets being worked on
- To improve SEMH provision for all pupils especially through sport

**Relevant school policies underpinning this SEN Information Report include:**

SEN policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Date presented to/approved by Governing Body:**

**September 2024**