



## ***'Striving for excellence – together as one'***

### **GOOD SHEPHERD PRIMARY & NURSERY SCHOOL INFORMATION REPORT 2016 - 2017**

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. 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. Their learning and development are based on a motto of 'Going for Gold' in all that they undertake. 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.

Our curriculum is broad and balanced and aims to empower children to be confident independent learners who are:

- ❖ Empathetic towards others
- ❖ Have a strong moral purpose based on Christ's teachings
- ❖ Articulate
- ❖ Knowledgeable of the world they live in
- ❖ Confident with literacy and numeracy
- ❖ Confident with technology
- ❖ Aspirational and able to reach their potential
- ❖ Resilient, enquiring and able to cope with a fast changing world
- ❖ Confident they can make a difference.

### **Our Approach to Teaching Learners with SEN**

All our pupils are equally valued and encouraged to achieve their potential. We pride ourselves on being inclusive and enabling children to be successful independent learners. Our strengths lie in creating an inclusive culture responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. Our pupils achieve above national averages at the end of EYFS, KS1 and KS2 and pupils with additional needs make good to outstanding progress.

At Good Shepherd we value high quality teaching for all learners and pupils with SEN have access to the curriculum through differentiated work and support where appropriate. We track children's progress and adopt efficient management systems to ensure positive outcomes. This is achieved through successful communication between teachers, pupils, parents, and all other outside agencies, groups or individuals involved in providing support. Our approach is to:

- ❖ Listen to the child and involve them in their learning outcomes based on aspirations and needs. Adopting a conferencing approach children are encouraged to take an increasingly active role – setting personal targets/outcomes

- ❖ Acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- ❖ Working with the Local authority, cluster schools and outside agencies to develop effective provision and practice.
- ❖ Continually develop the knowledge and skills of all staff to manage the range of needs in the school, and to ensure that all classroom based support is of high quality in the four areas of SEN: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory/Physical.
- ❖ Implement the four steps: Assess Plan/ Do/ Review cycle ensuring that the care and teaching and learning is effective and specific to the child.

## **Identifying the Special Educational Needs of pupils**

*The 2014 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 special Education provision to be made for him or her. A child of compulsory school age or a young person has a Learning difficulty or disability if he or she:***

- 1. has a significantly greater difficulty in learning than the majority of others the same age, or***
- 2. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.***

At Good Shepherd all pupils' progress and attainment is rigorously tracked and monitored, based on continuous teacher assessment and use of tests. This gives a clear indication of children exceeding and achieving age related expectations (ARE). Those failing to meet ARE, are targeted for additional support and closely monitored. Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN.

Where there is cause for concern information will be gathered, including seeking the views of parents and the pupil, as well as teachers and all staff working with the child and information obtained from assessments. All factors will be considered to help address barriers to learning as in some cases pupils lack of progress and attainment may be due to issues which are not SEN related.

If pupils are identified as having SEN, an individualised learning support plan will be implemented, involving the pupil, parents and staff. Support will be provided to enable the child to access the curriculum and will be personalised to achieve desired outcomes.

### **How do we achieve this?**

We pride ourselves on being inclusive and 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 if 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 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

Please see the following for further information:

Appendix 1 - How effective inclusion is achieved through Quality First teaching delivered by the class teacher and support staff.

Appendix 2 - School Provision Map which tracks interventions implemented.

## Quality First Teaching - Effective inclusion of all children (Appendix 1)

The needs of all children through all key stages are first addressed through effective inclusive class teaching as outlined below.

Provision	Action/Strategies used (Supporting following: Cognition & Learning, Sensory & Physical, Communication & Interaction, Behavioural & Emotional)		Time weekly & Cost	Staff responsible
<p><b>Quality First Teaching - Effective inclusion of all children</b></p> <p><i>(In class specific differentiation strategies for all children)</i></p>	<p>In all subjects of the curriculum:</p> <ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• Differentiated delivery</li> <li>• Layered targets</li> <li>• Differentiated learning outcomes</li> <li>• Differentiated teacher input/support</li> <li>• Focused ability group teaching – Literacy &amp; Numeracy</li> <li>• TA support for small group</li> <li>• Effective Classroom organisation</li> <li>• Variety of learning styles- (Visual, Auditory &amp; Kinaesthetic)</li> <li>• Use of a range of stimulus &amp; materials</li> <li>• Use of ICT &amp; other audio resources</li> <li>• Flexible teaching arrangements</li> <li>• Regular group reading/discussion groups</li> <li>• Paired reading with another class</li> <li>• Regular handwriting &amp; Tables practice</li> <li>• Music –Singing, notation and music appreciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion of School ethos</li> <li>• Class &amp; School rules</li> <li>• Class &amp; school routines</li> <li>• Reward systems</li> <li>• Award of School &amp; Class responsibilities</li> <li>• RE sessions &amp; Circle time</li> <li>• School behaviour management and discipline policies/procedures</li> <li>• Curriculum based visits</li> <li>• Curriculum workshops</li> <li>• Regular monitoring and assessment of children</li> <li>• Regular contact with parents/carers</li> <li>• Lunchtime support – Peer support groups</li> <li>• After school &amp; Lunchtime clubs -sports, art &amp; music clubs.</li> </ul>	<p>Class Teacher Teacher covering for PPA Support Staff Learning Mentor TA Class support 5 ¼ hours per day.</p> <p>(26 ¼ hours per week)</p> <p>After school clubs 2 hours Each member of staff runs at least one after school club.</p>	<p>Class Teacher Teacher covering for PPA</p> <p>Support Staff Learning Mentor</p> <p><b>Monitoring</b> Headteacher SENCO SLT Curriculum co-ordinators</p>

**Information and Guidance:**

Who should I contact to discuss the concerns or needs of my child?

Class teacher  
Teach children with SEN

Special Educational Needs Coordinator (SENCO)  
Mrs Emma Downing

The Headteacher  
Mrs Leonie Fernandes

SEN Governor  
Mr Neil Ferrigan  
(Until further notice)

He/she is responsible for:  
Adapting and refining the curriculum to respond to strengths and needs of all pupils.  
Checking on the progress of your child and identifying, planning and delivering any additional support required to support progress.  
Contributing to devising pupil support and individual support plans to prioritise and focus on the next steps required for your child to improve learning  
Applying the school's SEN policy.

If you have concerns about your child you should first speak to your child's class teacher. If necessary the SENCO will be involved to determine next steps.

He /she is responsible for:

- Coordinating provision for children with SEN and developing the school's SEN policy
- Ensuring that parents are:

- ❖ Involved in supporting their child's learning and access
- ❖ Kept informed about the range and level of support offered to their child
- ❖ Included in reviewing how their child is doing
- ❖ Consulted about planning successful movement (transition) to a new class or school

- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all Staff is skilled and confident about meeting a range of needs.

He /she is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEN

He /she is responsible for:

- Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

**Assessment Planning and Review**

How can I find out about how well my child is doing?

Ongoing monitoring takes place by the class teacher to identify pupils who are not making adequate progress. Following further assessments and after discussions with key staff and parents, additional support may be put into place to help overcome any difficulties.

This additional support is documented by the school. In consultation with the class teacher, SENCO and parents. Short terms targets are agreed which prioritise key areas of learning. Where external agencies are involved, their advice and recommendations are included in this planning. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases and for pupils who already have Statements of Needs teaching assistant support may be allocated. The level of support will consider in respect to complexity and severity of needs. There will be an expectation that pupils should develop independent learning skills as far as possible and not become reliant on adult supervision. In the future *Children who have significant, special and long term needs and require particular support can request a full assessment of their needs and have an Education and Health Care Plan written (This is replacing the old Statement of Special Needs.)*

Formal review meetings are held at least termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

#### **Tests and Examinations: Access Arrangement**

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or use of a scribe. The SENCO will inform you about eligibility and applications for these arrangements.

#### **Curriculum and Teaching Methods( including groupings and interventions)**

How will teaching be adapted to meet the needs of my child?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils, with a long term goal of developing independent learning skills

In addition to planned differentiation in the classroom the following range of interventions are available to help overcome a range of difficulties. These include:

<b>Intervention</b>	<b>What is It?</b>
Language: Oracy Project (Talking Partners)	Develops speaking and listening skills and comprehension.
Literacy: Toe to Toe	Supports children who are experiencing difficulty with spelling
Literacy: Daily reading	Encourages fluency, decoding skills and comprehension
Reading : Phonics boosters	Addresses the needs of those struggling with basic phonics.
Reading Buddies	Encourages discussion, self-esteem and a love for reading
Numeracy Booster sessions	Boosts basic maths skills
Learning mentor	Supports vulnerable pupils with emotional and behavioural needs
CAMHS Mentoring Service	External agency
Nurture Group	Develops social skills, self-esteem, anger management issues.
Lunchtime Club	Develops peer mediation – children supporting their peers.
Social Skills Group	Links to learning mentor support in and out of class
Counselling	External agency supports children coping with emotional needs.

#### **Access**

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an accessibility plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life and that the school buildings and outdoor spaces are adapted.

The schools accessibility plan is updated annually and can be viewed on the school website.

Access arrangements currently include:

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

<ul style="list-style-type: none"> <li>Disabled toilet facilities</li> </ul> <p>Depending on needs of children, an individualised access and/or medical care plan will be in place.</p>	
<p><b>Staffing Expertise</b></p> <p>How skilled are staff in meeting the needs of my child?</p>	
<p>An ongoing programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEN.</p> <p>Our SENCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.</p> <p>The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.</p> <p>The school also works with other local schools and schools within the Catholic School Cluster and Umbrella Trust.</p>	
<p><b>External partnerships</b></p> <p>What support from outside does the school use to help my child?</p>	
<p>The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:</p>	
<b>Agency</b>	<b>Description of support</b>
Educational Psychology Service Our attached Educational Psychologist is: Mrs Karina Ng	Identify specific learning needs and work with the school and home to use effective strategies to help the pupil access the curriculum.
Primary Behaviour Support Team	Support home and school to develop positive behaviour.
Speech and Language Therapy	Support with language development.
Communication Support Team	As above
SEN Team	
Croydon Literacy Centre	Work with pupils on an individual basis to develop literacy skills
CAMHS (Child and Adolescent Mental Health Service.	Assess and work with children with specific needs (e.g ASD) and those experiencing emotional/behavioural difficulties.
Family Lives Parent Partnership Service: Tel: 020 3131 3150	The Parent Partnership Service provides independent information and advice and guidance for parents /carers of children and young people with SEND.
Virtual School for Children who are Looked After <a href="mailto:virtualschool@croydon.gov.uk">virtualschool@croydon.gov.uk</a>	This service oversees and monitors provision for children who are in the care of the Local Authority
Voluntary agencies:	
<p><b>Transition</b></p> <p>How will the school help my child to move to a new class/year group or to a different school?</p>	
<p>Children and young people with SEN can become particularly anxious about 'moving on' so we seek to support successful transition by:</p> <p><b><u>When moving to another school:</u></b></p> <p>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</p> <p>We will sure that all records are passed on as soon as possible</p> <p><b><u>When moving classes /forms in school</u></b></p> <p>An information sharing meeting will take place with the new teacher,</p> <p>Opportunities to visit the new class /teacher</p> <p><b><u>In Year 6 /7 Transition</u></b></p> <p>The SENCO and/or class teacher will attend the Primary to Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.</p> <p>On some cases additional multi-agency meetings maybe arranged to create a more detailed 'transition'</p>	

plan which may include more visits to the new school and/or additional visits from the new school.

Further information about support and services for pupils and their families can be found in:

- The Local Authority Local Offer - web link

At Good Shepherd we are passionate about ensuring that every child succeeds and achieves their full potential. We celebrate all achievements and foster an ethos of respect and we value diversity seeing it as a positive part of our school community.

Our SEN information report is very much a working document and incorporates the views of all our stakeholders. Therefore, at this stage of the new academic year it is in its initial stages and will continue to develop and evolve over the year.



**Good Shepherd Primary and Nursery School Provision Mapping – 2016-2017 (Appendix 2)**

**NAME:**

**CLASS:**

**PUPIL SUPPORT: EAL/FSM/MED/LA/EBD**

**SEN: ISP/STATEMENT**

PROVISION	Time & Staff	Date started	Review 5 wk	Review 10 wk	Review	Date ended	PROVISION	Time & Staff resp.	Start Date	Review 5 wk	Review 10 wk	R	Date end or cont
<b>PUPIL SUPPORT</b> <b>Intervention</b>  <i>Small group and 1:1 intervention</i>							<b>SEN</b> <b>Outside Intervention</b>						
<b>Communication and Interaction</b>							<b>Communication and Interaction</b>						
Pre-teaching Vocabulary							<b>Specialist Therapist Assess</b>						
<b>Group-Speaking and Listening</b>							SALT Programme  1:1 (Functional)						
<b>Class Group work:Attention/Listening</b>							SALT Programme Group/Oracy (KS2)						
Oracy/PIT													
<b>Cognition and Learning</b>							<b>Cognition and Learning</b>						
Daily group reading							<b>EP assessment and support.</b>						
Intensive phonic work							Full 1:1 support						
1:1 Reading							<b>Memory</b>						
<b>Skills</b> Spelling/Hand writing/Grammar							<b>Reasoning</b>						
<b>Writing</b> Group/Booster Tutor 1:1							<b>Comprehension / Understanding</b>						

<b>Number</b>							<b>Reading Centre</b>							
<b>Tutor/Booster</b>							Dyslexia							
<b>Problem Solving</b>							<b>Support Maths/Writing</b>							
<b><u>Social, Emotional and Mental Health</u></b>							<b><u>Social, Emotional and Mental Health</u></b>							
<b>Pastoral Care</b>							<b>Pastoral/Behaviour</b>							
Learning Mentor							Outreach							
Social skills Group							Social Skills							
Emotional Management							Anger management							
Behaviour e.g. Chart							Bereavement							
Transitional Support							Emotional Literacy							
Playtime support							<b>Mental Health and Well Being</b>							
<b><u>Sensory and Physical</u></b>							<b><u>Sensory and Physical</u></b>							
Motor skills e.g. Brain Training							<b>Occupational Therapist</b>							
Handwriting							Art							
Support in PE							Drama							
Support for Personal/Med plan.							Hearing/Sight							
Clubs							Physio							
							<b>Ongoing Medical Condition</b>							
							<b>Refer to Individual Health Plan</b>							

<u>REASON FOR ADDITIONAL PROVISION/SUPPORT</u>	<u>Review 1</u> <u>Date</u>	<u>Review 2</u> <u>Date</u>	<u>Review 3</u> <u>Date</u>	<u>END</u>
e.g. EAL/ Gifted/ Special Need/ FSM/LA				