The Good Shepherd Primary Catholic Academy

School SEN Information Report

June 2025

At The Good Shepherd, we love Jesus in all we do.

Welcome to The Good Shepherd's School SEN Information Report.

Nottinghamshire's Local Offer

Local authorities provide details of the services and provision that are available to families of children and young people with special educational needs and disabilities (SEND).

This can be found at:
https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9

1. What kind of special educational needs does The Good Shepherd make provision for?

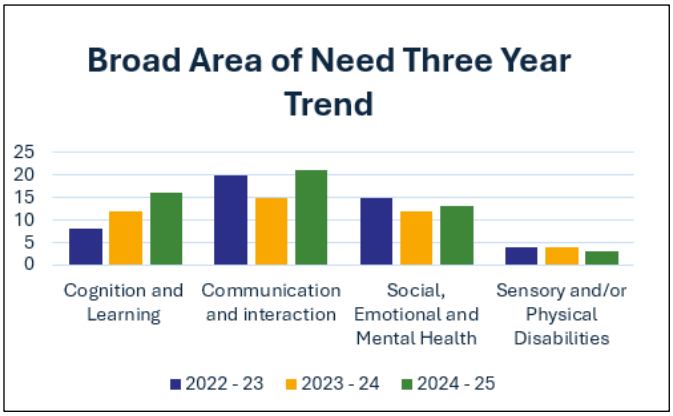
At The Good Shepherd, we believe that all children should be valued equally, and we make provision for a variety of special educational needs. We recognise that all children are entitled to receive a broad and balanced curriculum which nurtures their spiritual, academic, personal and social development. We are as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

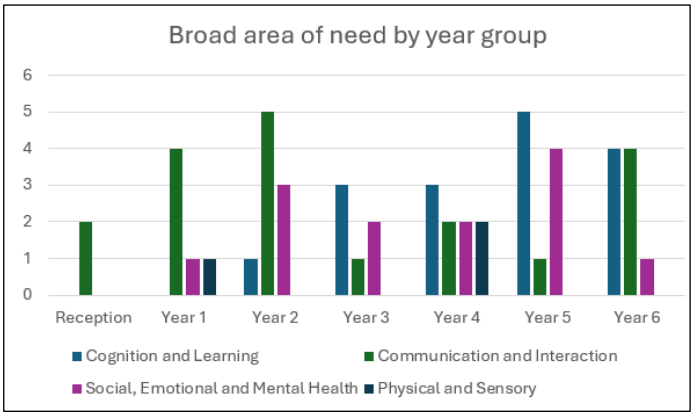
We provide a learning environment for children within these broad areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical
- Social, Emotional and Mental Health

Examples of SEND within these broad areas include:

Communication and Interaction	Autistic Spectrum Disorders (ASD) including Pathological Demand Avoidance (PDA) Speech, Language and Communication Needs (SLCN)
Cognition and Learning	Moderate Learning Difficulties Specific Learning Difficulties (Dyslexia, Dyscalculia, DCD)
Sensory and/or Physical	Hearing Impairment Visual Impairment Physical Disability
Social, Emotional and Mental Health	Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder Oppositional Defiant Disorder (ODD) Anxiety





2. How does The Good Shepherd know if a pupil needs extra help and what should I do if I think my child may have a special educational need?

At The Good Shepherd, we follow a whole school approach where all pupils are integrated within the classroom as much as possible. All teachers are responsible for identifying SEND and work with the SENCO (Special Education Needs and/or Disabilities Coordinator) to ensure early identification.

Information is gathered from the following:

- Transition from previous setting.
- Liaison with external agencies: education and health care services (SEND Inclusion Service - SIS, Educational Psychology Service - EPS, Physical Disability Support Service - PDSS, Speech and Language Service - SaLT) Healthy Family Team, community paediatrician.
- Pupil progress - children performing significantly below age related levels (two or more years below age related expectations).
- Concerns raised by parent/carer.
- Concerns raised by class teacher for example behaviour or self-esteem affecting performance.
- Making no or little progress over time.
- Class teacher observations and assessments.

The SENCO collates information about pupils and works with the class teacher to decide on any action that needs to be taken, collecting parental consent where appropriate and organising a meeting with parents/carers if this has not already occurred.

If you have concerns about your child's progress, you should speak to your child's class teacher in the first instance. Teachers will share this information with the SENCO and seek further advice as needed.

3. a) How does The Good Shepherd 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. We hold an ongoing cycle of review to enable provision to be refined and ensure we are best meeting the needs of pupils.

Pupil progress and provision is monitored on a termly basis in line with the SEND Code of Practice. SEND reviews are held termly, as a minimum, which allows for an ongoing cycle of assess, plan, do, review. During these meetings, and more often as appropriate, staff share pupil's provision maps and work alongside parents/carers to evaluate progress.

b) How will both The Good Shepherd and I know how my child/young person is doing and how will The Good Shepherd help me to support their learning?

As a school, we measure children's progress in learning against age-related expectations. Children working more than two years below their curriculum may be assessed using pre-key stage standards and small steps assessment. 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 through to year 6, using a variety of different methods. Children who are not making expected progress are picked up through regular internal pupil progress meetings.

For pupils on our SEND register, for their SEND review, each pupil's targets (recorded on their provision map) will be reviewed in collaboration between staff, pupils and parents/carers. If you 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.

If you have concerns about the progress your child is making, please contact the class teacher in the first instance. They can offer advice and practical ways that you can help your child at home. Teachers are in regular communication with the SENCO and seek advice when needed. The SENCO is available to discuss support in more detail and a meeting/phone call can be scheduled via the office.

c) What is The Good Shepherd's approach to teaching pupils with special educational needs?

All children at The Good Shepherd are valued and taught within a whole class inclusive environment, where this is appropriate. We focus on providing high quality teaching of an adaptive curriculum to ensure all children can access the learning. Pupils may be supported in a range of ways to access the learning of their class through the use of scaffolds, support from the teacher/teaching assistant in a small group, through regular check ins in class or one to one support. For some of our pupils with more complex SEND, they may follow a highly personalised curriculum tailored to meet their needs.

Where there are concerns that a pupil does have SEND, this decision will be made in conjunction with parents/carers and 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.

This is an on-going cycle of assess, plan, do and review 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.



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

Our curriculum aims to be inclusive of all children within our school. Each curriculum area is reviewed by subject leads to ensure it is inclusive, with adaptations made where needed. Work within class is taught with 'high challenge, low threat' to ensure we are ambitious for all our children. We use an adaptive teaching approach where tasks are scaffolded and adapted as needed to ensure children can access the learning. This may include reducing the demand of the task given, providing support with writing, working in a smaller group for further guided practice or using additional visuals to enable understanding.

For some of our pupils with more complex SEND, we work together to offer a personalised curriculum, often with the guidance of outside agencies. This will highly personalised to a pupil's needs and will be regularly reviewed between school staff and parents/carers as part of the assess, plan, do, review cycle.

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

As a school, we review the type and amount of support offered to our pupils regularly. As part of the review cycle, provision maps will identify the support needed for each pupil. Support offered is fluid and will depend on needs over time.

The school budget includes money for supporting children with SEND and decisions are made based on the needs within the school. The school leadership discuss all information they have about SEND in school and determine the support needed for each child as well as any resources and training needed in school.

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 as successful as can be.

Before all school trips, we carry out pre-visits and risk assessments to ensure all pupils will be kept safe. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, we will hold a discussion with parents/carers to plan the best way forward.

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.

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.

g) What support will there be for my child/young person's overall wellbeing?

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 would be the parent/carers first point on contact. If further support is required, the class teacher would liaise with Mrs Brunton (our ELSA - Emotional Literacy Support Assistant), or the senior leadership team for further advice or support.



4. Who is The Good Shepherd's special educational needs coordinator (SENCO) and what are their contact details?

Mrs Madeline Brown is the school SENCO and can be contacted through the school office on 01159262983 or via email on office@goodshepherd.notts.sch.uk

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

During the past academic year, our staff have accessed a range of training courses aimed at meeting the needs of the pupils we support, including:

- Sensory Processing
- Welcoming our children who were previously in care
- Strategic SENCO training – LEARN SEND hub
- Behaviour and De-escalation
- Trauma and Attachment
- Emotion Coaching
- Safer Moving and Handling
- Stammering
- Adaptive Teaching

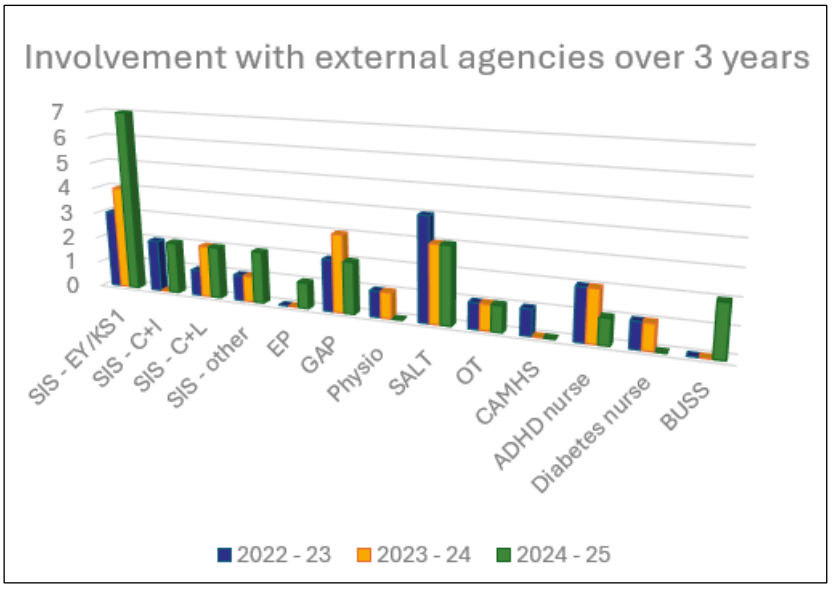
Individual teachers and support staff attend training courses regularly run by outside agencies that are relevant to the needs of specific children in their class. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, family SEND meetings (known as Springboard) and facilitates/signposts relevant SEND focused external training opportunities for all staff and shares relevant information with our staff. We ensure that training opportunities are provided in line with our school development priorities and any areas identified during provision reviews.

b) What specialist services and expertise are available or accessed by The Good Shepherd?

As a school, we work closely with any external agencies that we feel arerelevant to individual children's needs within our school including:

- Schools and Family Specialist Services (SFSS) including the Early Years and KS1 team, Cognition and Learning Team, Communication and Interaction Team and Sensory Team (Visual and Hearing Impairment)
- Physical Disabilities Specialist Services (PDSS)
- Gedling Area Partnership (GAP) – Social, Emotional and Mental Health support
- Healthy Family Team
- SALT (Speech and Language Therapy)
- Educational Psychology Service
- GPs and paediatricians
- Occupational therapy
- Physiotherapy
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help services
- Behaviour and Emotional Mental Health Services (BEHMS) – Nottingham City



6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is The Good Shepherd?

The school has a range of SEND facilities in place including a disabled toilet, facilities for changing and wheelchair access to the main building, St Anne's, St Mary's and St Joseph's buildings. Designated areas have been painted yellow to support visual impairment and participation. Parents/carers who hold a disabled parking badge or have a child with access needs are permitted to park in the school car park using our allocated disabled car parking spaces.

The Good Shepherd accesses support from the sensory team for any children with visual impairments or hearing impairments. In addition, PDSS (Physical Disabilities Specialist Services) or Occupational Health may support with equipment and improving facilities.

The school has an Accessibility Plan which addresses improving facilities for pupils with SEND.

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

At The Good Shepherd, we believe an open relationship with parents and carers is integral for success. We understand the importance of early and accurate identification and assessment of SEND which ultimately leads to the correct intervention and provision.

We consult with parents/carers as a minimum three times a year to review each pupil's provision. However, the class teacher is regularly available to discuss your child's progress or any concerns you may have. Any meetings or support from outside agencies will be fed back to parents/carers in a timely manner with outside agencies contributing to review meetings where possible.

In some cases, a more regular method of communication may be agreed between parents/carers and school staff.

The SENCO may also signpost parents/carers to other agencies (such as Ask Us Nottinghamshire) that may be able to offer further support and guidance.

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

At The Good Shepherd, we celebrate the thoughts and opinions of all of our pupils. We regularly ascertain pupil voice through a range of methods. We check in verbally with pupils where possible to gain their views on their education. Where this is challenging, we may use observation or use visuals to aid a conversation to ensure we still include the pupil's point of view.

Pupils on the SEND register will have their views recorded on their provision map. If your child has an EHCP, their views will be sought before review meetings.

9. What do I do if I have a concern or complaint about the SEND provision made by The Good Shepherd?

At The Good Shepherd, 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/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 to the school SENCO, Mrs Brown, 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) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SENCO meets with the SEND governor each term to make sure that children and families are being supported. During this meeting, the SENCO reports on the progress of children with SEND, always maintaining pupil confidentiality.

The SENCO shares examples of provision through sharing anonymous provision maps, examples of planning and learning as well as information about the outside agencies involved within school.

11. How does The Good Shepherd seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The Good Shepherd will seek advice, as appropriate, around individual pupils from external support services through termly Springboard meetings and reaching out to other outside agencies. The SENCO is the designated person responsible for liaising with outside agencies involved with pupils within school.

There are a variety of organisations that can help support you and your child. The Nottinghamshire Local Offer outlines the support available:

https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send

12. How will The Good Shepherd prepare my child/young person to:

i) Join The Good Shepherd?

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 SEND; those with Education, Health and Care Plans and those without.

Contact the school office to arrange to meet the Head Teacher, Mrs Toner or the SENCO, Mrs Brown to discuss how the school could meet your child's needs.

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

If your child is joining us from another school:

The SENCO may visit pre-schools when appropriate. Your child will be able to visit our school and stay for taster sessions. If your child would be helped by extra support to help them in their understanding of transition, then this will be given. Some children with SEND will 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 the new class teacher will attend the annual review, where possible. This will ensure the transition of provision is as smooth as possible.

When moving to go to Secondary education

A staff member from the new setting may visit the children in their current class at The Good Shepherd. This provides an opportunity for the current and new staff to share assessments and strategies to support the child. We can also arrange additional visits.

13. Where can I access further information?

Information regarding our school in general is available on our school website: https://www.goodshepherd.notts.sch.uk/

You could also arrange to meet Mrs Toner (Head Teacher) or Mrs Brown (SENCO) who would be happy to answer any question.

Appendix 1:

The Good Shepherd Primary Catholic Academy - Whole School Provision Map

Our whole school provision and interventions include:

Numeracy

Scaffolds e.g. numicon, place value counters

NRICH resources

Flexible grouping

1:1 tutoring

Catch up maths

Speech and Language Therapy (SALT)

1:1 focused activities

Visual prompts/timetables

Now and next

Language boards

Picture Exchange Cards (PECS)

Out of school opportunities

Class trips

Whole school trips

Bikeability

Swimming

Residentials

Community Teams

Chaplaincy Team

Mini Vinnies

Mini Leaders

Eco Team

School Council

Behaviour

Celebration Assembly

Missionary Medal

Hot chocolate with Mrs Toner

Home/school diaries

Traffic light systems

Star in the jar

Nurture

Friendship buddies

PSHE lessons

Play Therapy

Lego Therapy

Class worship

Literacy

Phonics intervention – catch up and keep up

Daily handwriting

Regular reading

Spelling groups

Flexible grouping

Targeted comprehension

Theraputty

Reading buddies

Phonics buddies

Toe by toe

Clubs

Choir – KS2

Dance club

Sports club

Book clubs

Homework club

Physical Education

Fine motor activities

Mega Moverz

Range of PE clubs