



Good Shepherd
SEN Information Report 2020 - 2021



Good Shepherd Primary School SEN Report 2020-2021	
General Statement	<p>Good Shepherd is a one form entry primary school. We have children from nursery – Year 6. It is a multicultural school in the heart of the city. Our mission statement is ‘One fold, one family’ walking with Christ’.</p> <p>We provide a fully inclusive main stream primary provision, our aim is to help children aspire and achieve their potential academically, personally, socially and emotionally in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identify, physical ability or educational needs.</p> <p>Outlined below are the ways in which Good Shepherd supports all of our pupils including those with Special Educational Needs and Disabilities (SEND) in order that they release their full potential.</p>
Key Contact	<p>Lucy Skelding SENCO and Key Stage 1 Lead Practitioner Good Shepherd Primary School Spring Road Coventry CV6 7FN 02476 689392</p>
Link Governors	<p>Ann Harkin (Chair) Una (Vice Chair) Linda (SEN Link Governor)</p>
The Kinds of special needs that we make provisions for in school.	<p>Good Shepherd Primary makes provisions for children with:</p> <ul style="list-style-type: none">• Speech, Language and Communication Difficulties• Learning Difficulties• Social, Emotional and Mental Health Difficulties• Sensory and/or physical needs, including:<ul style="list-style-type: none">o Autism Spectrum Disordero Hearing Difficultieso Dyslexia, Dyspraxia <p>Good Shepherd is spread over three levels. Reception, Early Years are on one level. Key Stage 1 are on another level and Key Stage 2 is upstairs. We do not have a lift for disabled access, but Early Years and Key Stage 1 can be accessed via ramps. There is an allocated parking space for disabled access within the car park nearest to the entrance of the school.</p>
Information about the school’s policy for the identification of pupils with SEND.	<p>Good Shepherd has a whole-school approach to supporting children with SEND. Every teacher is responsible and accountable for all pupils within their care. There are three ways to identify pupils:</p> <ol style="list-style-type: none">1. Open door policy Staff or parents can come at any time to raise concerns about a child or children. During the conversation we will discuss<ol style="list-style-type: none">a) What are the main concerns?b) What is working well for the child?c) What would we like to see change for the child?d) What are the next steps we are going to take?2. Request for Additional Support If staff or parents have concerns regarding learning difficulties or social and emotional skills as the child moves through the academic year, then staff can request support from the Inclusion team. A package of support will then be put into place to support.3. Formal Process (data and assessment driven) Our Headteacher, Vice Principal and SENCO review progress of children with class teachers on a regular basis to discuss children. In addition to this our assessment tracking system, which looks at key aspirations that children are achieving are used to identify children who are working



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	<p>below Age Related Expectations. This information will be shared with the Senior Assistant Headteacher Inclusion, who also looks at the assessment tracking system regularly. From these discussions and tracking of data, children are placed within the intervention team or inclusion team for a block of work to support their gaps in learning.</p> <p>Examples of provisions put in place:</p> <p>a) strategies for the class teacher – from targets from outside agencies, advice from Inclusion and Intervention Teams</p> <p>b) provision is made for TA’s, Class Teacher and Year Leader to provide additional support</p> <p>c) specialist interventions that are directed by the SENCO and delivered by specialist TA’s. provisions delivered by HLTAs (Intervention Team) to provide specific programmes to close gaps in learning</p> <p>d) outside agencies will be commissioned to carry out formal assessments and provide targets for staff to follow to support the children</p> <p>As soon as your child’s SEND has been identified we will contact you and invite you to come into school to discuss plans to help them make better progress. At this meeting we may decide to place your child on the SEND register under the category of School SEND Support, with an identified need of SLCN, LD, SEMH or ASD, in some cases there may be more than one identified need.</p> <p>It may be necessary for a child to have an Education, Health and Care Plan (EHCP). These are reviewed annually with all agencies involved with your child invited to attend the meeting.</p>
<p>SEND Policy</p>	<p>Our SEND policy/Inclusion Policy will give you the information you need about how we make provision for all pupils with SEND.</p> <p>The policy is featured on the ROMERO website: TRCA-SEN-and-Disability-Policy-1-1.pdf (romeromac.com)</p> <p>If you would like to discuss our SEND provision or find out more, please contact our SENCO or Headteacher.</p>
<p>Information about the school’s policy for the assessment of pupils with SEND</p>	<p>Good Shepherd uses the following assessment strategies to plan for the provision of children with SEND:</p> <ul style="list-style-type: none"> • School policy on assessment and tracking • Basic skills check • BPVS screen • Language screen (WELLCOMM and Language Link) • Formal assessments from outside agencies if additional support is requested from school and/or parents (Parents have to give their consent) • Boxall Profiles <p>Information about your child’s progress will be provided by the class teacher through:</p> <ul style="list-style-type: none"> • Verbal conversations during informal entry and end of day • Parents Evenings • Reports
<p>Information on how we consult with parents</p>	<p>Where a child is considered for addition to the SEND register, a conversation will be held with parents to discuss why this would be beneficial to happen.</p> <p>Parents Evening Meetings will also be held twice a year for parents to discuss their child and the SENCO is available to meet at these times.</p> <p>Parents can ask to make a meeting with staff supporting their child and this will be then set up with the appropriate people in attendance.</p>



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	<p>The SENCO will hold two additional drop in sessions for parents to come and speak about their children.</p> <p>Children will have PEPs that will be shared with parents every term.</p>
Information on how we consult with children.	<p>Children can discuss their concerns with any member of staff who they feel comfortable speaking with. Following this, staff then follow the procedures for identification of children who may require additional support.</p>
How the school reviews progress towards outcomes and the effectiveness of provision	<p>Good Shepherd has a robust system of reviewing provision each half term. These include:</p> <ul style="list-style-type: none">a) Assessment tracking system – identifying key aspirationsb) PPA sessions – staff meet on a weekly basis to discuss, plan and prepare for the provision of the children for the next week. This may include focused discussions around particular childrenc) Provision Mapping systems – staff can access our online provision mapping programme to input support the children received) Teachers write PEPs (personalised intervention plans) for their children. These targets are worked with in the classroom and the PEP is shared with parents
Activities that are available for pupils with SEND	<p>Good Shepherd provides a wide range of activities to inspire children to achieve and realise their ambitions and potential.</p> <p>An outside provider runs a Breakfast Club and After School Club, which is available to all pupils including those with SEND.</p> <p>We offer a wide range of after school clubs, please ask at the school office for more details. Examples of clubs include Football, Arts and Crafts, Netball, Dodgeball.</p>
The school's approach to teaching and learning.	<p>All children have access to Quality First Teaching, delivered by a class teacher. Work and tasks are differentiated to match the needs of the child. Children are grouped according to their needs so teachers can plan teaching and learning which addresses their needs. The teaching is based on building on what your child already knows, can do and can understand (key aspirations). There are many different ways of teaching and the teaching staff will ensure your child is fully involved, which may involve practical learning or different resources which have been adapted for your child.</p> <p>If children are still finding it challenging to understand and make progress with the curriculum, additional support is arranged through the identification processes listed earlier. Additional support delivers focused and targeted interventions through small group work or 1:1 work, this will be delivered by need, this will be delivered by our team of HLTAs, TAs, Learning Mentors and Learning Mentor and Outside Agencies. The provision and who delivers it will be matched to the needs identified.</p> <p>There is more information about the school curriculum on our website at https://www.shepherd.coventry.sch.uk/</p>
Staffing	<p>Each Year team is made up of: Teacher and teaching assistant.</p> <p>In addition to year group teams, we have several other teams working with children for the following specialist interventions: Learning Mentor Memory Magic Movement Group Lego Therapy Nurture Group Handwriting Precision Teaching</p>



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	<p>WELCOMM Speech and language intervention</p>
Improving emotional and social development	<p>As part of the school staff, we have a pastoral team who work closely with all staff and they support families and children and provide nurturing opportunities.</p> <p>For children with specific social, mental or emotional health difficulties we work with the Local Authority Educational Psychology Service and CAMHS. We also have an NHS School Nurse who can offer support, advice and guidance.</p> <p>At school we have a learning mentor who works closely to support families as well as teaching assistants</p>
Outside Agency Support	<p>Becci Cain -Complex Communications Team Louise Jones – Social, Education and Mental Health Tom Lewis -Education Psychology Lauren Walton -Speech and Language Rob Dalton -Early Years SEND</p>
Information about equipment and facilities to support children with SEND	<p>It is the school's duty to provide aids and services. The Local Authority provides specialist equipment such as wheelchairs/standing frames etc. when prescribed by a health specialist, the school can support in arranging this equipment.</p>
Parental Support	<p>If you require support, please contact:</p> <p>SEND IASS (Special Educational Needs and Disabilities Information Advice Support Service) previously known as Parent Partnership Service Limbrick Wood Centre Thomas Naul Croft Tile Hill Coventry CV4 9QX</p> <p>Telephone: 02476694307 Email: IASS@coventry.gov.uk</p> <p>Coventry Family Information Service: http://coventry.fsd.org.uk/kb5/coventry/fsd/home.page</p>
School's arrangements for supporting transition	<p>The SENCO will meet with the next school to discuss the needs of the child and the provision, which has been put into place in the current setting.</p> <p>For children in the Early Years, the Year Leader for Nursery or Reception will visit the children in their current setting and carry out home visits.</p> <p>In the Summer Term, all children have the opportunity to spend time with their new class teacher. All staff hold a transition meeting between the current team and new team to pass on information about all the children and in particular those with SEND. More information about transition can be requested.</p> <p>For Year 6 children, staff from Secondary schools will visit the Year 6 team to discuss needs and also to meet the children</p>
Local Authority Local Offer	<p>The Coventry Local Offer website has information about the services that are available. www.coventry.gov.uk/sendlocaloffer</p>
Complaint Procedure	<p>If you are not happy with your child's learning and/or progress your first step should be to talk directly to the Class Teacher or Phase Leader alternatively you could speak to the SENCO (Lucy Skelding). If your complaint isn't resolved by the teacher, leader or SENCO you can ask for a</p>



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	<p>meeting with the Headteacher, Andrew McConville. If this still doesn't resolve your complaint you can contact the Chair of Governors: Ann Harkin C/O Good Shepherd Primary School, Spring Road, Coventry, CV6 7FN.</p>
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