

SHEPHERDS DOWN SCHOOL
SEN INFORMATION REPORT
SEPTEMBER 2025-6

| | |
|---|--|
| <p><u>Section 1</u> What kinds of Special Educational needs does Shepherds Down make provision for?</p> | <p>Shepherds Down is a community maintained primary Special School. We have provision to meet the needs of children with moderate, severe and profound and multiple learning difficulties. Pupils may also have autism, physical difficulties, and multi-sensory impairments.</p> |
| <p><u>Section 2</u> How would Shepherds Down identify and assess my child's Special Educational Needs?</p> | <p>Every pupil has an Education, Health and Care Plan. These are reviewed annually. In addition children are constantly observed and progress is noted and pupils are assessed against their own prior learning. A formal meeting is held twice a year with teachers and senior leaders to monitor progress. The school works closely with Therapists and external agencies to identify the holistic needs of every child.</p> |
| <p><u>Section 3</u> a)How do you and I know how well my child is doing at school? b) How will the staff support my child? How will the curriculum be matched to my child's needs? d) How do you adapt the</p> | <p>. We meet with parents each autumn term to hold a structured conversation and to discuss targets for their child. We identify priorities for the year for each child during the Annual review process and these form the targets within the individual learning plan. We break these targets down into smaller steps and review and set new smaller steps every 12 weeks over the year. We discuss progress towards these targets and overall progress of each child at the EHCP Reviews. We also meet with parents twice a year in addition to discuss each child's progress. We communicate with parents regularly through our home school books and by telephone. In addition to the Annual EHCP Review parents will also receive an Annual Report from us in July of each year.</p> <p>We prioritise developing communication, independence, functional reading writing and number and physical skills and our curriculum reflects this. Every child has their own individual learning plan which identifies medium term objectives, in areas of cognition, communication, PSD and physical development The staffing ratio is approximately 1: 3 children. Children may be taught 1:1, in small groups or whole class (of no more than 11) depending upon the activity. All planning, medium term and short term is highly differentiated within each class. Each class has a full time equivalent teacher and at least 3 learning support assistants – sometimes more. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists, school nurse and Specialist Teacher Advisors where and when appropriate.</p> <p>The curriculum has recently been reviewed and has 3 phases to it to ensure that it is appropriate for the range of</p> |

| | |
|---|--|
| curriculum? | needs within the school. Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences. |
| e) How is the decision made about the level of support my child receives? | Your child will initially have their needs identified through the EHCP process. We constantly review this and using our expertise and experience will identify when and where additional support may be needed. |
| f) How will my child be included in activities outside the school curriculum including trips? | At Shepherds Down every child has the opportunity to access trips including a Year 6 residential if parents wish. Provision is again highly differentiated and if for example on activity is not deemed appropriate alternative activities are organised. No child is excluded from activities at Shepherds Down. |
| g)What support is there for my child's overall well-being? | <p>We have a robust Safeguarding policy and protocol in place. Pupil's health and well-being is paramount. Personal Care is conducted discreetly and with dignity and fostering independence whenever possible.</p> <p>We have a full time school Nurse and health care worker on site at all times. They have responsibility for administration of all medication within school and also train up school staff to best manage the health needs of all children. If your child has a health need we will work closely with the school nurse and other relevant health professionals and yourself to formulate a Health Care Plan. The school nurse will also support the administration of any prescribed medication.</p> <p>We also work closely with social services and the children with disabilities team.</p> <p>The school has a Behaviour team who ensures high quality provision for those with challenging behaviour. School staff are routinely trained in Team Teach strategies and we have three trained Trainers on the staff team as well as using outside experts. We do everything we can to not exclude children and there have been no exclusions in over 10 years. We work closely with staff and parents to do all we can to proactively improve behaviour.</p> <p>Within school we have staff trained in Emotional Literacy support, Music Therapy and Emotional Literacy through the Arts. We also work closely with CAMHS (Child and Adolescent mental health services) if your child needs that level of support.</p> <p>We prioritise the development of Personal and Social development throughout the curriculum, all children have at least one target with this focus included in their individual learning plans. We also support children in developing skills in emotional regulation to enable them to regulate their own behaviour as much as possible.</p> |

| | |
|--|---|
| <p><u>Sections 4 & 5</u> What training is provided for staff supporting children and young people with SEN's?</p> | <p>All of our teachers are qualified and have undertaken specialist further professional development. This includes, but not exclusively, Autism specific training, Makaton, Downs Syndrome training, Training in Hearing and Visual impairments. Training in Sensory Perceptual difficulties. Specialist ICT applications. Our Learning Support Staff, also have a range of expertise – including areas such as Physiotherapy, Sensory applications, tube feeding, Makaton and Autism. This is not an exclusive list and ongoing professional development is key to ensuring staff of all categories remain updated and skilled. Training in school is used to increase & monitor the quality of teaching & learning across all needs.</p> |
| <p><u>Section 6</u> How accessible is Shepherds Down School?</p> | <p>Our school is fully accessible with dedicated disabled parking bays and toileting facilities. We have ramps and lifts and overhead hoists. We have changing facilities for children who require adult support. Our grounds are also as inclusive as possible, including wheelchair swings, roundabout and surfaces which ensure access for children in wheelchairs or walkers. School staff work with parents to try and facilitate appropriate equipment and resources that should be obtainable from Health. The school also provides some such equipment where it needs to be school based. Aids and equipment will be provided by Health and/or the school and will be made available to enable every pupil to access the curriculum. Makaton sign language support is a standard part of our communication</p> |
| <p><u>Sections 7 & 8</u> How are Parents involved in the school? How can you get involved and who should you contact?</p> | <p>We hope to meet new Parents at the stage when they are deciding which school is their preferred choice for their child. We hold a new Parents morning prior to each child starting our school. In September/October of each year we hold a structured conversation with each parent where we discuss targets for each child for the coming year. We hold two Parents Evenings and parents are also very much encouraged to come along to your child's Annual review of their EHCP. We also arrange medical clinics at school for parents to see the child's paediatrician or school doctor. We hold coffee mornings where parents can listen to a range of speakers and meet other parents for coffee and cake. Friends of Shepherds Down (FOSDA) meet approximately half termly to arrange social events and fund raising activities. All parents are very welcome to join us on that group. We also hold a Christmas Fayre, Summer Fete and other events to which all parents are warmly invited. For further information our website is regularly updated with upcoming events or alternatively please contact our school office. We keep parents informed of your child's progress through the Annual Review of the EHCP, Annual Reports and</p> |

| | |
|--|--|
| | by sharing targets through the structured conversation. We also write to parents in home – school books or phone if needed and we hope that parents will also keep in touch with us that way as well. |
| <u>Section 9</u> What do I do if I have a concern about the school provision? | In the first instance we encourage parents to contact your child’s class teacher. If you still have concerns then please contact the Head teacher. In the unlikely event that a concern is not resolved then please contact our Chair of Governors. |
| <u>Sections 10 & 11</u> What specialist services and expertise are available at or accessed by the school? | We work closely with the following to support each child’s needs: <ul style="list-style-type: none"> • All Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy • Specialist services including Hearing impairment, Visual impairment and the Educational Psychology services, Music Therapy and CAMHs (Child and Adolescent Mental Health Services), • Social Services – Children with Disabilities Team. Every child will need an Education Health Care Plan before being considered for admission to our school. The point of contact to discuss this is the Local Authority SEN (Special Educational Needs) team. |
| <u>Section 12</u> How do you prepare my child for joining your school or transferring to another school? | We offer an individualised induction to every child once they are referred to us. This will usually involve at least one visit to the school and the class with children they will be with when they start. The class teachers will contact the parent and if appropriate the child’s current school to arrange this. We also provide a booklet with photos of important areas around school and children and staff in the class. When the time comes for a child to move on we will liaise with the receiving school and follow their transition process. We will enhance this with social stories and extra visits if necessary. |
| <u>Section 13</u> When can I get further information about services for my child? | The information in this report forms a part of Hampshire’s local offer which can be accessed at SEND Local Offer Hampshire CTSH |