

St. Luke's CE First School

Special Educational Needs and Disability (SEND) / Inclusion Policy



SENCo	Helen Broughton
SEND Governor	Suzie Watts
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Our School Vision

In our St Luke's family, we recognise we are all God's children and through our caring and nurturing environment, we follow His word. We trust and rely on God's teaching so that we can encourage each other, develop our relationship with one another and the world, and flourish in all that we do.

God's word is a lamp to my feet and a light to my path (Psalm 119 v.105)

Inclusion Statement

At St Luke's CE First School, we believe that every child is a unique creation of God, deserving of love, respect, and the opportunity to flourish. In our St Luke's family, we recognise that we are all God's children, and through our caring and nurturing environment, we follow His word. Guided by His teaching, we strive to create an inclusive community where all pupils—regardless of ability, need, or background—are valued and supported.

We are committed to:

- **Equity and Access:** Ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), have full access to a broad, balanced, and ambitious curriculum.
- **Individualised Support:** Identifying and responding to the unique needs of each child so they can achieve their God-given potential.
- **Collaboration:** Working in partnership with families, professionals, and the wider community to provide the best outcomes for every learner.
- **Nurture and Growth:** Encouraging every child to develop positive relationships, resilience, and confidence, enabling them to flourish academically, socially, and spiritually.
- **Celebrating Diversity:** Embracing differences as strengths and promoting a culture of respect, compassion, and inclusion in all that we do.

Through these principles, we aim to ensure that every child feels safe, valued, and empowered to grow in faith and learning, reflecting our vision to encourage one another, build relationships, and flourish in all aspects of life.

Aims and Objectives

The aims of this policy are:

- To work within the guidance provided in the SEND Code of Practice 0-25 (2015)
- To work within and implement The Graduated Response within Worcestershire
- To provide curriculum access for all
- To secure high levels of achievement for all

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To make clear the expectations of all partners in the SEND process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure consultation with health and social care professionals to ensure the most appropriate care and support can be put in place for children with medical conditions
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.
- To ensure that the needs of pupils are carefully identified, assessed and provided for
- To attain high levels of satisfaction and participation from the pupils, parent and carers in the school community
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes

The role of the SENCo and provision at St Luke's C of E First School

St Luke's has a named SENCo and a named Governor responsible for SEND. Together they ensure that the St Luke's Special Educational Needs and Disability Policy works within the guidelines and inclusion policies of the Code of Practice 0-25 (2015), the Local Authority and other current policies within the school.

The Special Educational Needs and Disabilities Co-ordinator's [SENCo] responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with and advising fellow teachers
- overseeing the records of all children with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with local Middle schools so that support is provided for year 4 pupils as they prepare to transfer

- liaising with local pre-school settings and supporting professionals to support transition for pupils with additional needs
- liaising with external agencies including the Local Authority Learning and Behaviour Support Teams, Educational Psychology Services, Health and Social Care Services and voluntary bodies
- co-ordinating and developing school-based strategies for the identification and review of children with SEND
- monitoring the quality and effectiveness of high level teaching and more targeted and specific provision for children identified with SEND
- to compile, evaluate, review and action an annual SEND development plan in line with whole school priorities and targets
- to analyse SEND data to support judgements made for School Self Evaluation
- review and update of the School's SEND register each term to provide contextual information that will inform provision mapping and needs analysis.

Contextual Data:-

20% of our children at St Luke's are at SEN support (SS) (National average is 14.2%)

8% have EHC Plans (Education, Health and Care Plans) (National average is 5.3%).

Based on January 2025 National Average Data

Legislative Compliance

This policy complies with statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written by the SENDCo as guidance for staff, parents or carers and children with reference to the following documents:

- SEND Code of Practice 0-25 (2015) (which takes account of the SEN provisions of the SEN and Disability Act 2001)
- Equality Act 2010
- Children and Families Act 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards July 2011 (introduction updated June 2013, latest terminology update December 2021)
- The Graduated Response Within Worcestershire
<https://www.worcestershire.gov.uk/graduatedresponse>

- The Worcestershire SEND Local Offer

<http://www.worcestershire.gov.uk/thelocaloffer>

Identifying Special Educational Needs

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision'. Code of Practice 2014

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

At St Luke's we understand that there are other factors may affect a child's progress and attainment which are not SEND and we actively address and monitor these areas to support the progress and attainment of the children in our care. These factors include:

- Attendance and punctuality
- Health and welfare
- Having English as an additional language
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a Post Looked After Child
- Being a child of a Serviceman or woman

Special educational provision is additional to, or different from, that made generally for others of the same age. This means provision that goes beyond the adaptive approaches and learning arrangements normally provided as part of high quality, personalised teaching. We endeavour to secure special educational provision for pupils for whom this is required, to better respond to the four areas of need identified in the SEND Code of Practice (2015);

- Communication and Interaction

Autistic spectrum disorders and speech, language & communication needs.

- Cognition and Learning

Moderate learning needs, specific learning difficulties & global developmental delay.

- Social, emotional and mental health

ADHD, attachment disorders, social and /or emotional difficulties, mental health difficulties, behavioural needs.

- Sensory/ physical

Hearing or visually impaired, multi-sensory impairment, physical & medical needs

At St Luke's we have a clear process in place for teachers/parents to follow if they have concerns regarding a pupil/their child having a special educational need. Please see our SEND Processes document in **Appendix A** which explains how we follow the Assess, Plan, Do review process to determine whether a child needs to be placed on the SEN register.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English, or arises from special educational needs.

A graduated approach to SEND support

Provision for children with special educational needs is a matter for the whole school.

Wave 1: describes high level teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing adapted work and creating an inclusive learning environment.

Wave 2: describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3: describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential through an IPM, Individual Provision Map.

The school will assess each child's current levels of attainment on entry to St Luke's to ensure that they build on the patterns of learning and experience already established during the child's pre-school years/previous school. The SENCo will liaise with the Early Years Inclusion Team, Pre-School/previous school SENCos and parents to inform transition arrangements and support. If the child already has an identified special educational need, this information will be transferred to the school. The class teacher and SENCo will use this information to:

- provide starting points for the development of an appropriate curriculum;
- identify and focus attention on action to support the child within the class;
- use the assessment processes to identify any learning difficulties;
- ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents/carers. If a child is experiencing difficulties, parents/carers will be informed either at parents' meetings or during informal meetings to discuss their child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will invite the parents/carers to a meeting to:

- formally let them know that their child is being placed at SEN Support
- discuss assessments that have been completed
- agree a plan and provision for the next term

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents/carers and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

Monitoring children at SEN support (SS)

Provision for children with SEND and Additional Needs is monitored through a whole school map of provision. Class teachers are responsible for producing a provision map of needs within their own class. These are updated regularly as the needs of children change.

Once a child has been identified as needing SEN Support the following paperwork is completed:

- Termly, at progress meetings, an Individual Provision Map (IPM) is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve within a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets. Smaller targets taken directly from the Individual Provision Map are discussed and agreed and next steps are recorded towards the longer-term targets. Teachers and TA's meet with the SENCo termly to discuss progress and attainment of children with needs and whether children need to remain on the SEND register.

Moving to an Education, Health and Care Plan (EHCP)

If children fail to make progress, in spite of high quality, targeted support at the SEN Support level, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of SEN services will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, SEN services will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group. When allocating additional TA support to children, we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on any/particular adult. The school has a range of interventions available which are listed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

- At the end of each intervention, children's progress towards their targets are assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCo monitors interventions alongside English, Maths and PP Leads to identify 'what works'.

Adaptations to the Curriculum Teaching and Learning Environment

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc or have medical needs. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class entitlement, curriculum content and ideas can be adapted and made more accessible in a variety of ways including using visual, tactile and concrete resources, scaffolding etc.

Access to extra-curricular activities and Enrichment Opportunities

All of our children have access to after school clubs and extracurricular activities which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. Where there is a need to make reasonable adjustments in order to accommodate a child, a detailed needs analysis will be completed. If an assessment

evidences the activity would be of detriment to the child's needs and wellbeing, an alternative approach to an activity or trip will be established, with the support of parents / carers so that curriculum coverage and the wellbeing of the child is still maintained.

Staff Expertise

All of our teachers are trained to work with children with SEN. All staff have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or outside agency courses, provision of books or guidance towards useful websites. Some TAs have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities. If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise. This includes access to Educational Psychologists and Advisory Teachers.

Children with Social, Emotional and Mental Health Needs

Behaviour is not classified as SEN, it is an underlying response to a need which has to be identified. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences.

If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we may run a Pastoral Support Plan (PSP) in conjunction with the Behaviour Support Team or complete an Early Help Assessment Plan (EHAP) with the family and support the child through that process. The teacher can also make a referral to our Early Intervention Family Support Service. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to a Paediatrician or CAMHS. School can contact the CAMHS CAST service for advice and the Wellbeing and Emotional Support Team.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management, the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained Teachers or TAs who develop good, trusting relationships with the children. All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the perpetrator and the victim to improve their social skills.

Transition Arrangements

Transition into and within school: - We understand how difficult it is for children and parents as they move into a new school or a new class and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher

- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition passport.
- Enhanced transition arrangements are tailored to meet individual needs. Transition reviews for Year 4 pupils with an EHCP are held, where possible, in the Summer Term of Year 3 or the Autumn term of Year 4. The Middle School SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel, training etc.

Complaints

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure which can be found on the school website.

Worcester's Local Authority offer to children with SEND

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Worcester's Local Offer:- can be found at

<http://www.worcestershire.gov.uk/thelocaloffer>

St Luke's response to this document the 'SEND Information Report' can be found on the school website.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school.

This policy was created by the SENCo in liaison with the Senior Leadership Team, staff, parents and pupils with SEND at St Lukes.

Inquiries about an individual child's progress should be addressed at first to the class teacher as he/she is the person who knows the child best.

If you require any further information, please contact the:

SENCo: Mrs Helen Broughton

School Governor: Suzie Watts

At: St Luke's CE First School

Phone: 01527 541219

Email: admin@stlukesfirst.worcs.sch.uk

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).

Appendix A

SEND Identification Processes

A potential SEN is identified by a parent, teacher or outside agency.
Concerns can also be identified from the school's progress data, in-house assessments or from assessments of in-year pupil admissions.

	Assess	Plan	Do	Review
SEN Monitoring School Wave 1	Class teacher, in consultation with parents, completes the Identification of Need Form SENCO to review Identification of Need Form , complete observations and share with necessary staff in line with school's monitoring routines.	SENCO to provide advice and recommendations for further support.	Class teacher to implement this advice.	Provision reviewed half-termly by Class teacher with parents, or more frequently if necessary. SENDCO to monitor this. Provision is adapted according to progress.
SEND Support School Wave 2	Use internal assessments and observations appropriate for the area of need.	Individual Provision Map written and shared with parents/carers.	Individual Provision Maps are working documents which are adapted throughout the term and shared with all members of staff working with the child and the child's parents/carers Interventions are focused and appropriate for the pupil. Intervention is consistent and evaluated weekly against the intended outcome.	Individual Provision Map targets are reviewed termly by Class teacher with parents, or more frequently if necessary. SENDCO to monitor this. Provision is adapted according to progress. Repeat this cycle for approx. 2 /3 cycles. If SMART targets show that limited progress has been made over time. Further assessments may be required.
SEND Support School & External Wave 3	Assessments to take place from external agencies including: LSAT, EP, SALT, OT et al to identify barriers to learning.	Individual Provision Map written by the class teacher and with the SENDCO and shared with parents/carers.	Individual Provision Maps are working documents which are adapted throughout the term and shared with all members of staff working with the child and the child's parents/carers Interventions are focused and appropriate for the pupil. Intervention is consistent and evaluated weekly against the intended outcome.	Individual Provision Map targets are reviewed termly by Class teacher with parents, or more frequently if necessary. SENDCO to monitor this. Provision is adapted according to progress. Repeat this cycle for approx. 2 /3 cycles. If SMART targets show that limited progress has been made over time. Further assessments may be required.

SEND Support – School & External – Wave 4

EHCP Request Information is gathered, and an application may be made for an Education and Health Care Plan (EHCP) with involvement from wider professionals if all parties agree.

