

St Luke's CE First School

Special Educational Needs and Disabilities (SEND) Information Report



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Dear Parents and Carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood.

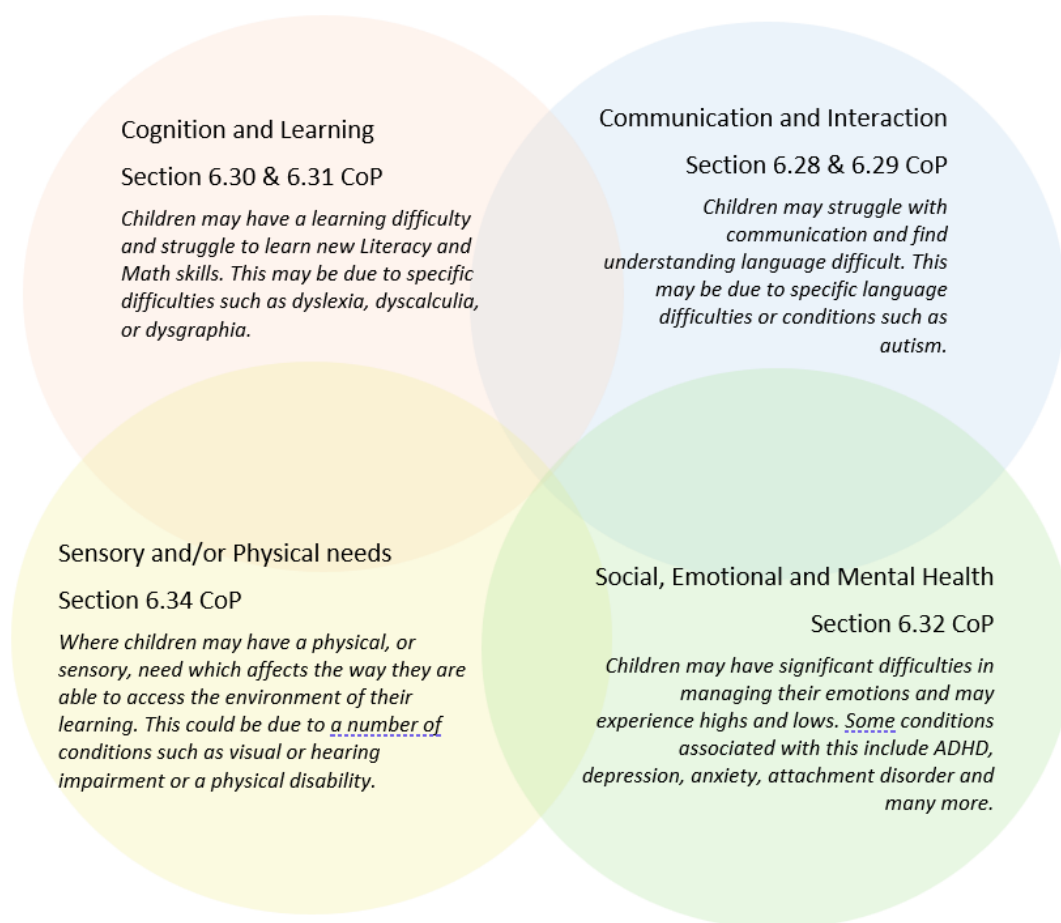
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website <https://www.stlukesfirst.worcs.sch.uk/send/>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/262222/SEND_Code_of_Practice_January_2015.pdf)

2. Which staff will support my child, and what are their key responsibilities?

At St Luke's CE First School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.



Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Mrs Broughton.

Mrs Broughton has 20+ years teaching experience across the Primary age range and has achieved the National Award in Special Educational Needs Co-ordination qualification.

Class/subject teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of 13 TAs who are trained to deliver SEND provision.

We have a specialist Communication teaching assistant, Mrs Munteanu, who is trained to deliver all speech and language interventions.

We have a Emotional Literacy Support Assistant, Sally Grubb, who is trained to support pupils through 1:1 and small group interventions.

External agencies


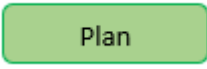
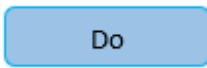
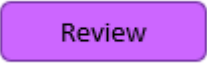
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with our external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Educational psychologists
- GPs or paediatricians
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School nurses



3. What should I do if I think my child has SEND?



	If you think your child might have SEND, raise your concern with your child's class teacher.
	Your child's class teacher will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together you will complete the Identification of Needs form, this includes parent views, pupil views and teacher views. This form is then passed to the SENCO. The SENCO will observe the pupil and offer advice/strategies class teacher should implement.
	Class teacher will implement the agreed strategies and monitor these over an agreed period of time. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
	At the end of the agreed period time, a meeting will be held with parents, pupil (if appropriate) class teacher and SENCO. If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

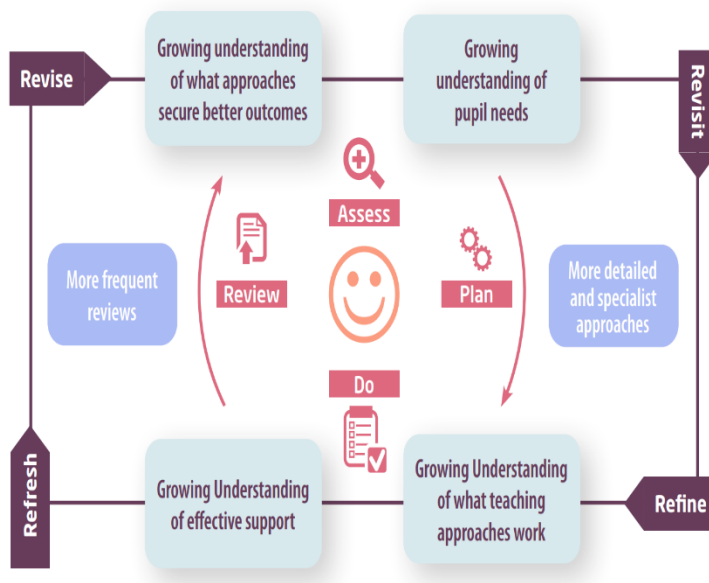
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will meet with parents to discuss concerns and complete the Identification of Need form and the Assess, Plan, Do Review process explained on the previous page.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

All parents receive an annual school report in the Summer term that outlines your child's progress and attainment. As well as this, we meet with all parents in the Autumn and Spring term for a parent/teacher meeting.

If your child is on our SEND register and has individual targets set out on an Individual Provision Map (IPM), their class teacher will meet with you termly to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a Survey



8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. Below is a list of example adaptations we may make for each Wave level of support.

Waves of Provision		
Wave 1 - Universal	Wave 2 - Targeted	Wave 3 - Specific
Quality First Inclusive Teaching	Additional interventions to enable pupils to work at age related expectations or above	Additional highly personalised interventions
<ul style="list-style-type: none"> High levels of expectations and challenge for pupils Teachers adapt curriculum to cater for SEND and all learning styles Assessment for learning, clear feedback and opportunities for pupils to respond Full time TA support in every class. Key vocabulary taught in all subject areas In-class targeted support from teachers Adapted learning objectives and differentiated success criteria's Recap/retrieval at the start of lessons Differentiated questioning Clear school rules and expectations Use of <u>Widgits</u> for resources Visual timetables in every class Use of working walls and displays to support vocabulary and learning steps Now/Next and task management boards Class dojo points Weekly celebration certificates <u>Wellcomm</u> Assessment screening in YR. Kinetic Letters Timetable <u>Rockstars</u> PSHE lessons taught using <u>Heartsmart</u> Regular communication between staff and parents/carers. Use of SEN equipment such as coloured overlays, wobble cushions, fidget toys, weighted cushions, sand timers, talking tins. Movement breaks when necessary 	<ul style="list-style-type: none"> ½ termly whole class provision maps. Reviewed midpoint and end. 1-1 or small group catch up interventions (phonics, reading, maths, writing, listening skills, <u>Wellcomm</u>) 1:1 daily reader support Pre – teach vocabulary groups Precision Teaching Maths pre-teach groups. Fine and gross motor interventions ELSA (Emotional Literacy) support Lego therapy Speech and Language support; 1:1 speech therapist/assistant and/or TA delivering SALT support programme/targets. Input/support from Beacon Outreach team (SEMH support) Support from Educational Psychologist Individual report card Family support worker Social stories 	<ul style="list-style-type: none"> Individual Provision Maps Educational Health Care Plan (EHCP) Individual work stations (TEACHH) 1:1 TA support Language Base (The Ark) Support from external professional such as Educational psychologist, Child and Adolescent Mental Health Service, Speech Therapists, Community Paediatrics, Teacher of the Deaf, Occupational Therapists. Individual home/school communication book Personal Health Plan (PHP) Additional transition visits Termly reviews (IPM) Annual reviews (EHCP)

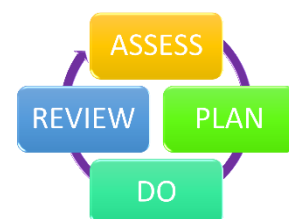
We may also provide interventions. Some of the interventions we deliver are:

- Read Write Inc Phonics
- Daily reads
- Comprehension
- Wellcomm (Year R)
- Speech and Language
- Gross & fine Motor
- Lego Therapy
- Number
- Emotional Literacy Support (ELSA)

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Continually review their progress towards their targets.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using rubrics to measure progress in interventions



- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip that takes place in Year 4.

All pupils are encouraged to take part in sports day, school plays, concerts, special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.



12. How does the school support pupils with disabilities?

See our Accessibility Plan shared on our school website for more information.

<https://www.stlukesfirst.worcs.sch.uk/send/>

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.



13. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school life by becoming a School Council Member, a Wellbeing Champion, a Reading Ambassadors, an Eco- Councillor or a Worship Warrior.
- We deliver weekly PSHE lessons following the HeartSmart programme of study.
- We have a 'zero tolerance' approach to bullying which is outline in our Anti-Bullying policy.
- A trained Emotional Literacy Teaching Assistant (ELSA) who can support pupils.
- A Family Support Worker who is available to support pupils and their families.

14. What support is in place for looked-after and previously looked-after children with SEND?

Mrs Broughton is also our Designated Teacher for looked-after and previously looked-after children. She ensures all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.



Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

To help pupils with SEND be prepared for a new school year we:

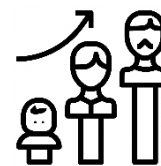
- Ask both the current teacher and the next year's teacher to meet at the end of the year where the pupil's SEND is discussed.
- Hold 2 transition days in the Summer term for pupils to meet their new teacher (extra days are arranged if needed).
- Make Pupil Passports to go home over the summer.



To help pupils with SEND Transition to Middle School we:

- Arrange for the SENCO of the middle school to meet with our SENCO. They will discuss the needs of your child and the SEND support they receive.
- Pass all SEND information including reports, IPMs etc onto the new school.
- Arrange for extra transition days if required.
- Ask you and your child what information you want us to share with the new setting.

- Practise with a weekly school timetable in the Summer term.
- Teach pupils to be organised and independent
- Plug any gaps in knowledge.



16. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Worcestershire's local offer on the link below:

[SEND Local Offer | Worcestershire County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS). See link below:

[Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)

Local charities that offer information and support to families of pupils with SEND are:

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)

17. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. Supporting documents

- *Equality and Diversity Policy*
- *Safeguarding and Child Protection policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance Policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*



19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator

- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages