

# St. Luke's C.E. Academy



Reviewed by Governors: September 2020  
Updated: February 2021  
Reviewed Annually

Review Date: September 2021

## Special Educational Needs Information Report

### **Local Offer**

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. Knowing what is out there gives parents more choice and therefore more control over what support is right for your child. We hope that the information given will enable our parents to make decisions about how best we can work together to support all children's needs.

### **Admissions**

Children with SEND are part of the inclusive vision of St. Luke's Academy and applications to join our school are welcome. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. *"Within the inclusive pedagogical approach, human diversity is seen as a strength, rather than a problem, as children work together, sharing ideas and learning from their interactions with each other. Crucially, the inclusive pedagogical approach fosters an open-ended view of each child's potential to learn"* (Florian, 2013:122)

### **Aims of this Information Report**

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all

- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
  1. **Communication and interaction**
  2. **Cognition and learning**
  3. **Social emotional and mental health**
  4. **Sensory/physical**
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **What are 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

### **Who are the best people to talk to in this school about my child's difficulties with learning, Special Education Need or disability?**

- If you have concerns then please firstly discuss these with your child’s teacher.  
You can also ask:
  - The Teaching Assistant
  - The Headteacher – Mrs Nicola Danylyk
  - The SEND Governor – Mrs Sue Gibbons

- This then may result in a referral to the school SENCo whose name is Joanne Deavall and who you can contact via the school office, [office@st-lukes-endon.staffs.sch.uk](mailto:office@st-lukes-endon.staffs.sch.uk) or telephone 01782 502369
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

### *How will we support your child with identified special needs when starting school?*

- A planned programme of visits is provided in the summer term for pupils starting in Reception Class in September.
- We will first invite you to visit the school with your child, to have a look around and speak to staff.
- If other professionals are involved, a Team Around the Child meeting will be held to discuss your child's needs, share strategies used and ensure provision is put in place before your child starts.

### *How will the curriculum be matched to my child's needs?*

- The aim is to provide a broad and balanced curriculum that accommodates and enhances each child's potential for learning.
- We support and encourage children by providing, as far as possible, educational programmes suited to their individual needs and abilities.
- Through quality first teaching, Teachers will ensure all children with SEND are given equal opportunity to take part in all learning opportunities offered by the school. Reasonable adjustments are made so that, as far as possible, all children can access the curriculum.
- We work towards every child fulfilling their intellectual, social and emotional potential, within a positive and caring environment, in order to promote each child's self-image and sense of worth.
- When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- In addition, children might be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.
- We prioritise engaging all children in learning through focussed questioning, structured and delivered to draw all children into the learning opportunities provided.
- We encourage all children to constantly see themselves as they could possibly be, rather than with a fixed identity.

### **Inclusion and intervention**

We understand intervention as ‘stepping in’ to support a child’s learning and two approaches can be taken. The approach taken will depend upon the child’s learning needs.

The first seeks to continually extend the potential of every child by ‘guiding and supporting a child on their learning journey’– addressing errors and mis-conceptions as they occur or creating differentiated learning as appropriate, within the same context as their peers.

The second addresses the needs of a small percentage of pupils who, even with high-quality teaching and support do not make progress and have significant needs. Pupils with significant needs require a more structured and intensive programme that is tailored to their specific difficulties. The school follows the advice of specialist, external bodies who are involved in supporting the child, in a manner that acknowledges the perceptions of the child and addresses their needs with sensitivity to their social and emotional needs as well as the physical or academic.

### ***How does our school let you know if they have any concerns about my child’s learning in school?***

We know when pupils need help if:

- As a school, we have regular meetings between each class teacher and a senior member in the school to ensure all children are making good progress.
- When concerns about your child’s progress are raised by a parents/carer or a teacher, and targeted ‘quality first’ teaching, along with reasonable adjustments, have not met the child’s needs, the teacher will seek advice from the SENCo.
- The school will make a decision about whether to monitor this or set up targeted intervention strategies and will inform you. If your child is then identified as not making progress, the school will follow an assess, plan, do and review model (graduated approach).
- Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- If your child is still not making expected progress, the school will discuss with you:
  - Any concerns you may have
  - Any further interventions or referrals to outside professionals to support your child’s learning.
  - How school and home can work together to support your child.
- If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved, including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo
- SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

### ***Who are the other people providing services to children with SEN in this school?***

- If progress rates are still judged to be inadequate, despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
  1. Special Educational Needs Advisors
  2. Behaviour Support Service
  3. Autism Outreach Team
  4. Hearing Impairment team
  5. Visual Impairment team
  6. Educational Psychologist Service
  7. Educational Welfare Officers
  8. Local Support Team
  9. Speech and Language Therapists
  10. Social Services
  11. School Nurse
  12. CAMHS (Child & Adolescent Mental Health Service)
  13. Virtual School
  14. Occupational Therapy
  15. Physio Therapy
- For a very small percentage of pupils, whose needs are significant and complex, and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- For pupils who, despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

### *How will I know how my child is doing?*

- Attainments will be shared with parents termly through the school reporting system which includes Parent Consultation Meetings.
- Other SEND Progress/Review meetings might also be organised which involve sharing information from outside professionals.
- Parents may also find the home-school diary a useful tool to use to communicate with school staff.
- If you would like to arrange an appointment to discuss your child's progress with a teacher, please contact the school office who will arrange one for you. We have an open door policy; parents are welcome to make an appointment at any time.

### *How do I know if it has had an impact?*

- By reviewing children's targets on Individual Education Plans (IEPs) and ensuring they are met.
- The child is making progress academically from their starting point – tracking grids (summative assessment by class teacher)
- Incidental discussions and verbal feedback from the teaching staff, parents and pupil.
- Ongoing assessment and monitoring through good quality first teaching, including annotated lesson plans by class teachers and teaching assistants (formative assessment)
- Phonics checks (if relevant)
- Performance Management of class teachers and teaching assistants
- Evaluation and impact of INSET training
- Learning Walks
- Assessment by external agencies

### *How will you help me to support my child's learning?*

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The school organise a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.
- A Home/School book may be used to support communication with you.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning that will be clearly identified on the child's Individual Education Plan of support (IEP).
- IEPs will be reviewed with your involvement each term.
- Homework will be adjusted as needed by your child's individual needs.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- School can involve outside professionals, including health, social services and local authority support services to support and better meet the needs of pupils and their families.
- All information from outside professionals will be shared and discussed with you, with the person involved directly, or where this is not possible, in a report.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

- For example – larger print, appropriate seating position, writing slope, visual timetable.
- Please look at the school website. It can be found at [www.st-lukes-endon.staffs.sch.uk](http://www.st-lukes-endon.staffs.sch.uk) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

### ***How will my child be able to contribute their views?***

Through the School Council and the Learning Forums, we value and celebrate each child being able to express their views on all aspects of school life.

Children who have Individual Education Plans discuss and set their targets with their class teacher.

Children have opportunities within their learning to 'self-assess' and engage in learning conversations with their teachers and teaching assistants.

### ***How will I be involved in discussions about and planning for my child's education?***

Parents are invited to comment on their child's Individual Education Plan (IEP) with possible suggestions that could be incorporated.

All parents are encouraged to contribute to their child's education.

This may be through:

- discussions with the class teacher
- during termly parent consultation meetings
- discussions with the SENCO or senior leadership team member
- discussions with other professionals

### ***What support will there be for my child's overall well-being?***

Our vision and values are at the heart of our school and it offers a wide variety of pastoral support for pupils. These include:

- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area. Pupils' views are sought through The School Council and Learning Forums.
- A wide range of activities are used to enrich the curriculum, visitors to school, educational trips, links with the community, residential trips in KS2 and extra-curricular activities all provide further opportunities for pupil development.
- Events are timetabled throughout the year to provide opportunities for children from different classes to work together, e.g. Paired Reading, Key Stage events.
- Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These are identified on our provision maps and aim to support improved interaction skills, emotional resilience and wellbeing.

- Our Behaviour Leadership Policy, which focuses on principles of trust, belonging and personal responsibility and therefore work to develop ways of 'being' rather than creating a list of 'do's and don'ts' to follow, is fully understood and in place by all staff.
- Children who need specific support with their behaviour will be identified and support offered. This support will range from extra support in the classroom, to interventions and support from the Behaviour Support Team.
- We regularly monitor attendance, and send texts or ring home to query a child's non-attendance at school. St. Luke's has its own Education Welfare Officer who will support school and parents with ensuring children attend school regularly and on time.
- A Relationship, Health, Sex and Education (RHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- The school completes Health and Safety audits, e-safety training and Educational Welfare audits to work closely with other support agencies.
- The school works with Families First Support Teams and the Safeguarding team to support pupils with social care needs. Services include close liaison with key workers as appropriate.
- Looked After Children are supported through multi-agency meetings and the Virtual School to support their social care.

### *How are pupils with medical needs supported?*

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents, the school and if appropriate, the pupil themselves. Staff who administer medicine complete training that is overseen by the school nurse and follows the LA policy/ DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014** (last updated 2017).
- Individual teachers and teaching assistants attend training courses run by outside professionals that are relevant to the needs of specific children in their class/care, e.g. Sensory service or medical/health training to support staff in implementing care plans.
- Risk assessments are in place where and when required.
- Some staff have received paediatric first aid training.
- Staff have received training:
  - in the treatment of anaphylaxis
  - in the treatment of asthma
  - for the treatment of diabetes (as required)
  - for the treatment of cystic fibrosis (as required)
  - for the treatment of epilepsy (as required)
  - from the Abbott Nurses team (as required)



### ***What training do the staff supporting children and young people with SEND undertake?***

Training is delivered in house using staff expertise or outside training providers. Shadowing/peer observation also takes place to support professional development.

Awareness training has been provided to all staff on:

- How to support pupils with dyslexia.
- How to support pupils with autism – level 1 AOT
- How to support pupils with behavioural difficulties
- Positive Handling
- How to support pupils with spelling difficulties
- How to support pupils with reading
- How to support pupils with numeracy difficulties – concrete, pictorial, abstract

Enhanced training has been provided to:

- SENCo, one Teacher and one Teaching Assistant through the Fisher Family Trust Wave 3, Literacy Programme
- One Teaching Assistant and teacher – support for writing (Write Away)
- SENCo – Supporting children with autism, level 2 AOT
- The SENCo through attendance at the termly SENCo Update and SUAT SENCo Meetings
- One Teaching Assistant – ELSA (Emotional Literacy Support Assistant)
- Two Teaching Assistants – Sensory Processing Training
- One Teacher – Boxall profile training

### ***How will my child be included in activities outside the classroom including school trips?***

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities
- Reasonable adjustments are put in place as necessary
- Staffing of activities will be carefully considered

### ***How accessible is the school environment?***

- Disabled parking spot marked and located next to the school's rear entrance
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have been built at the main entrance to school to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability

- A medical room has been provided in order to enable a safe place for medical treatments.

### *How will the school prepare and support my child when joining or transferring to a new school?*

A number of strategies are in place to enable effective pupil's transition. These include:

#### **On entry:-**

- Parent/carers and pupils are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. In this way, parents know what to expect and are encouraged to share any concerns with the school.
- The headteacher meets with all new parents of pupils to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

### *When moving to the next class in school*

Information will be passed on to the next class teacher in advance. Your child will have transition visits to meet the class teacher and become familiar with their new classroom.

### *Transition to the next school*

The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN or pupils with additional needs. Where a pupil may have more specialised needs, a separate meeting may be arranged.

- The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered from Staffordshire County Council (SCC). Information about this service is located on the [SCC website](#)
- Accompanied visits to other providers may be arranged as appropriate.

- For pupils transferring to local schools, staff from both schools will meet to discuss the needs of transferring pupils in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
- Children in Year 6 have the opportunity to meet their new teachers from the local high school when they visit our school. We also give our children the opportunity to experience lessons taught by the secondary teachers.

### *How are the school's resources allocated and matched to children's special educational needs?*

The school receives funding to respond to the needs of pupils with SEND from a number of sources:

A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit) – all pupils; The Notional SEN budget; The Pupil Premium funding for pupils who meet certain criteria.

In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture or social groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. Alphasmart word processor
- CPD relating to SEND for staff

### *How is the decision made about how much support my child will receive?*

We understand intervention as 'stepping in' to support a child's learning and two approaches can be taken. The approach taken will depend upon the child's learning needs.

- The first seeks to continually extend the potential of every child by 'guiding and supporting a child on their learning journey' – addressing errors and mis-conceptions as they occur or creating differentiated learning as appropriate, within the same context as their peers.
- The second addresses the needs of children with SEND and follows the advice of specialist, external bodies who are involved in supporting the child, in a manner that acknowledges the perceptions of the child and addresses their needs with sensitivity to their social and emotional needs as well as the physical or academic.

- Resources are requested and ordered as necessary to support each pupil's learning. Resources may include deployment of staff depending on individual circumstances.
- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCO, class teacher and parent.
- For pupils with a statement of educational needs/Education, Health or Care plan, this decision regarding the support required will be reached when the plan is being produced or annual review.
- The special educational needs budget is managed by the Headteacher and SEND Governor, in consultation with the SENCo as necessary.
- The SENCo shares updates with the SEND Governor every term.
- The Full Governing Body is kept informed of funding decisions made by powers delegated to the Resources Committee.

### *How are the Governors involved and what are their responsibilities?*

- The SENCo reports to the SEND Governor every term to inform them about the progress of children with SEND.
- The SEND Governor reports to the Governors to keep them all informed; this report does not refer to individual children and confidentiality is maintained at all times. The Governor responsible for SEND is Adam Nash.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

### *Who can I contact for further information or if I have any concerns?*

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The SENCO – Joanne Deavall
- The Head teacher - Nicola Danylyk
- For complaints please contact the School Governor with responsibility for SEN. Their name is Sue Gibbons (who can be contacted via the school office)
- The school's [Complaints Policy](#) can be found on our website

***Support services for parents of pupils with SEN include:***

- [SEND IASS - Staffordshire Family Partnership](#)
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk).
- **Staffordshire Connects** [Local Offer](#)