

Our Local Offer for Special Educational Needs and/or Disability



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Inclusion & Accessibility

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How we identify and assess needs

How will you know if my child or young person needs extra help? *(IRR)*

- *How do you identify children or young people with SEND? **(IRR)***
- *After identification, what would your setting's first steps be?*
- *Does the setting/school/college have any programmes for early intervention/help?*

'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

At St Luke's Academy *all* children receive high quality first teaching, focusing on whole class, group and individual learning journeys. The progress and attainment of all pupils is reviewed every term by the class teachers and Senior Leadership Team, in addition to this, class teachers are constantly reviewing each child's learning journey during lessons, units of work and half-termly topics; therefore provision is adjusted to meet identified needs on a daily basis. Parents will normally be informed about their child's general progress and targets through termly Parents' Consultation days and a written annual report in the summer term.

We know that when pupils need help if concerns are raised by parents/carers, teachers, or the pupil's previous school, if tracking of attainment outcomes indicate a lack of progress or our observations indicate that a child may have additional needs in one of the four following areas: Communication and interaction; Cognition and learning; Social, mental and emotional health and Sensory and physical needs.

Once a need has been identified; firstly "reasonable adjustments" will be made in order to increase the child's access to the taught curriculum. Reasonable adjustments seek to guide and support a child on their learning journey by addressing errors and misconceptions as they occur or creating differentiated learning as appropriate, within the same context as their peers. If a child has a more significant need then a more structured and intensive programme that is tailored to their specific difficulties will be required. The Academy 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 need.

How we identify and assess needs

What should I do if I think my child or young person needs extra help?

(NB this question may not be relevant to specialist providers and they can leave it out)

- *How will I be able to raise any concerns I may have?*

If you have concerns then please firstly discuss these with your child's class teacher. This can then be followed up with a meeting with the Special Educational Needs Co-ordinator (SENCo) Mrs A Elkin. And/or Mrs N Danylyk, the Headteacher. Depending on your child's specific needs, you may wish to talk to your G.P. All parents will be listened to and your views and aspirations for your child will be central to the assessment and provision that is provided by the Academy.

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

- *Please provide hyperlink(s) to the setting/school/college's SEND policy and other relevant documents e.g. SEND policy, Accessibility plan, Assessment Policy , Admission arrangements, Children with health needs who cannot attend school, SEND policy, Supporting pupils with medical conditions, Behaviour in schools, Schools Exclusion, Health and safety, Equality information and objectives (public sector equality duty) statement for publication, Teaching & Learning Policy and Remote Education Policy **(IRR)***

All of the following policies can be found on the St Luke's CE Academy – Endon Website

[SEND-Policy-SEND-Information-Report.pdf \(st-lukes-endon.staffs.sch.uk\)](#)

[Disability-Equality-Scheme-and-Accessibility-Plan-2021-2023-1.pdf \(suatrust.co.uk\)](#)

Assessment policy

[Admission-Arrangements-21-22.pdf \(suatrust.co.uk\)](#)

[Supporting-Students-with-Medical-Conditions.pdf \(suatrust.co.uk\)](#)

[Inclusion-and-Intervention-Policy.pdf \(st-lukes-endon.staffs.sch.uk\)](#)

[Behaviour-Leadership-Policy.pdf \(st-lukes-endon.staffs.sch.uk\)](#)

[Exclusions.pdf \(suatrust.co.uk\)](#)

[Health-Safety-Welfare.pdf \(suatrust.co.uk\)](#)

[Equality.pdf \(suatrust.co.uk\)](#)

Teaching and learning policy

[Remote-Learning-Policy.pdf \(suatrust.co.uk\)](#)

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

- *How will you support children and young people with SEND with or without an EHC plan? (IRR)*
- *How does the setting/school/college plan the support?*
- *How and when will I be involved in planning my child or young person's education? (IRR)*
- *What additional learning support is available? (IRR). Include examples of personalised intervention programmes and any external teaching and learning, eg outreach*
- *How will the setting/school/college modify teaching approaches to meet my child or young person's needs? (IRR)*

Class teachers (supported by the SENCo) will assess your child to identify their strengths, needs and the extra help they require. This may involve additional support from a teaching assistant in class, small group or individual support out of class or alternative resources such as a sloping board, ICT access or visual prompts. Following this, if your child continues to have difficulties, we will seek professional advice from specialist support services such as speech and language therapists, visual/hearing impairment teachers, health professionals, special educational needs support teachers and educational psychologists. If your child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment. This document will describe your child's SEND and the provision they should receive. Education, Health Care Plans usually involve the Local Authority specifying extra resources to help your child. These could include money, staff time, special equipment and attendance at a school with specialist resourced support. This additional provision will be reviewed annually or sooner if required and would include parent, teacher, SENCo and the pupil.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

- *What is your approach to differentiation? How is the curriculum and learning environment adapted to meet the individual needs of children with SEND?*
- *What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and/or equipment/facilities)*
- *What additional learning support is available?*
- *Who will oversee and plan the education programme?*
- *What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams? **Additional time will be allocated where necessary in line with normal classroom routines***
- *Where can I find information on the courses, qualifications and subjects that are available within the setting or college? (N.B. this question can be left out for settings in which it is not applicable (e.g. in mainstream primary schools))*

The aim is to provide a broad and ambitious curriculum that accommodates and enhances each child's potential for learning. Teachers will ensure all children with SEND are given equal opportunities to take part in all learning opportunities offered by the Academy. 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

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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.

How resources are allocated to meet children or young people's needs?

- *How is your budget for SEND allocated and managed? [Budget figures not required]*
- *How would you secure additional funding for a pupil?*
- *How does your setting further meet need?*

The Academy 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 Academy 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 class teachers and teaching assistants
- Small group support from class teachers and 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 support videos/workshops
- Provision of specialist resources e.g. Alpha smart word processor
- CPD relating to SEND for staff

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? **(IRR)**

- *Describe the decision-making process.*
- *Who else will be involved?*
- *How will I be involved as a parent and carer? **(IRR)***

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. Necessary resources maybe requested and ordered to support the child's learning or the deployment of certain members' staff maybe considered.

For pupils with an Education, Health or Care plan (EHCP), which type of support and how much support will be in place is dependent upon what is outlined in the EHCP or annual review. The special educational needs budget is managed by the Headteacher and SEND Governor, in consultation with the SENCo. The SENCo shares updates with the SEND Governor every term whilst the Full Governing Body is kept informed of funding decisions made by powers delegated to

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the Resources Committee. The Academy aims to work in partnership with parents and carers by involving parents in the decision making as to how a pupil's individual budget may be allocated to provide the appropriate support for their child.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

- *What resources are available*
- *What is the process to secure these resources*

Should concerns regarding progress and attainment remain following the additional SEND support provided by the school, then support will be sought from one of the local authority or medical specialist support agencies.

These include:

Local Authority

• Specialist SEND Support Teachers • Education Psychologist • Autism Outreach • Visual / Hearing Impairment Team • Physical Difficulties Support Service • Behaviour Support Team • Outreach Services from Specialist Schools/Units • Dyslexia Centres • Autism Outreach • Educational Welfare Officers • Physical and disability support service • Social Services

Medical

• Occupational Therapists • Physiotherapists • Speech and Language Therapists • School Nurse • Child and Adolescent Mental Health Service (CAMHS)

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.

How will you and I know how my child or young person is doing? *(IRR)*

- *How will you assess my child's progress? (IRR)*
- *How often will my child's progress be reviewed, and how will this be done?*
- *How will I know what progress they should be making?*
- *What opportunities will there be for me to discuss his or her progress with the staff, or to be involved in review processes? (IRR)*
- *How will you explain to me how learning is planned?*
- *What opportunities will there be for regular contact about things that have happened at the setting, school or college? (e.g. a home/school book)*
- *What measures do you take to assist communication with parents and carers with SEND?*
- *How we work with specialist services to support learning*

All pupils have individual curriculum targets set in line with age appropriate guidelines which are discussed with parents during consultation days. Pupils' attainments to meet these targets are tracked using the whole school tracking system. Pupils who are failing to make expected levels of progress are identified

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very quickly and are discussed in regular termly meetings with the class teacher and the Senior Leadership Team. Where pupils are not making the expected progress, intervention is put in place using the assess, plan, do and review model. Progress will be monitored at least half termly following this intervention. The support provided will be recorded on the plan along with a clear set of expected outcomes. Progress towards these outcomes will be tracked and reviewed with parents and the pupil. 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. 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.

Other SEND Progress/Review meetings may also be organised which involve sharing information from other outside professionals. Parents may also find the home-school diary or class dojo a useful tool to use to communicate with school staff. Equally if you would like to arrange an appointment to discuss your child's progress with a teacher and/or the SENCo, please contact the school office who will arrange one for you. We have an open door policy therefore parents are welcome to make an appointment at any time.

How will you help me to support their learning? *(IRR)*

- *How I can help support this at home?*
- *Do you offer any parent training?*

We believe that working together in partnership with parents ensures the best possible outcomes for every child. Parental involvement is key to a child's educational and social and emotional development, therefore, 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 Academy also organises a number of parent sessions/workshops during the year which are advertised in the school newsletter or are available on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

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). Homework will also be adjusted to support your child's individual targets.

How do we consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

- *How will my child be kept up-to-date on their progress, and involved in review processes? **(IRR)***

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)

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Teaching, Learning and Support

- share in individual target setting across the curriculum
- self-review their progress and set new targets

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? (*IRR*)

- *How does the setting, school or college measure outcomes and the impact of the support provided to children or young people with SEND?*
- *How will you involve parents and carers in this process?*
- *How will you involve children and young people in this process?*
- *Does the setting, school or college use feedback mechanisms or surveys?*

There are a number of processes in place to ensure the quality of provision and the equitable application of the SEND policy. The Local Academy Council will monitor, evaluate and review the provision for pupils with special educational needs. The governor with a special interest in special educational needs and inclusion, Mrs S Gibbins, will meet with the SENCO termly to consider the following success criteria:

The effectiveness of the Academy in meeting all children's SEND.

Intervention programmes comply with best practice.

The 'assess, plan, do, review process' is followed termly for all levels of SEND.

There is equal access to school activities for all pupils.

The progress of pupils with SEND.

The Local Academy Council will receive a brief report from the named governor on the outcomes of these meetings.

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Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- *What handover arrangements are offered at the start and end of the school day?*
- *What support is offered during breaks and lunchtimes?*
- *How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons, moving between buildings and on school trips)*
- *What are the setting/school/college arrangements for undertaking risk assessments?*

All staff are aware of the children whose special needs require a particular approach. Staff will greet the child in the morning and information/specialist resources or equipment will be passed on from home. The same process will happen at the end of the day. All staff have access to class dojo so can inform parents/carers of any developments throughout the day. Teaching Assistants who work with the child and know them well are employed to cover breaks and lunchtimes. Playgrounds are risk assessed then checked daily to ensure they are safe. All playgrounds are adapted to meet the needs of individual children including ramps, hand railings and reflective paint for the visually impaired. All fire doors are kept clear and lockers are used in the cloakrooms to prevent trip hazards. Depending on the many complex and different needs of individuals including Dyslexia, Dyspraxia, impaired vision/hearing, ADHD and ASD e.g.

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Keeping students safe and supporting their wellbeing

Autism and attachment issues, reasonable adjustments will be made, taking into consideration their additional need. The Academy has its own risk management policy which complies with all Health and Safety audits, safeguarding procedures, e-safety training and Educational Welfare audits as well as working closely with other support agencies to ensure the safety of all the children in our care.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

- *What pastoral arrangements are in place to listen to pupils/students with SEND?*
- *What measures are in place to prevent bullying?*
- *Where can I find details of policies on bullying?*
- *How do you help children and young people to make friends?*
- *Is a mentor or buddy scheme available for my child or young person?*
- *How do you encourage and measure the development of good self-esteem and confidence?*
- *Do you offer sibling support?*
- *Does the school/setting offer a counselling service or a learning mentor?*

As a Christian school, 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 who is responsible 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. St. Luke's C.E. Academy SEND Local Offer Sept. 2020
- 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.

How will you manage my child or young person's medicine or personal care needs?

- *How does the setting / school / college manage the administration of medicines and providing personal care where necessary (e.g. toileting, eating etc.)?*
- *What would the setting/school/college do in the case of a medical emergency?*
- *How does the setting/school/college support young people who have to take time off for medical appointments?*
- *How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?*

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Keeping students safe and supporting their wellbeing

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents, the Academy 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. A proportion of staff have received paediatric first aid training to ensure all areas/times of the school day are covered including during trips and after school events. 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 support is there for behaviour, avoiding exclusions and increasing attendance?

- *Include link to Behaviour policy. Support from external agencies?*

Our Behaviour Leadership Policy, which focuses on principles of trust, belonging and personal responsibility works to develop ways of 'being' rather than creating a list of 'do's and don'ts' to follow. This is fully understood by all children and is linked to verses from the Bible. Behaviour will be monitored using a 'good to be green' system. At the beginning of each school day, each child will start as a 'green'. If a child receives a yellow or a red card, the teacher/teaching assistant records this on the smooth wall system. If a child's behaviour consistently requires 'yellow', or 'red' cards, the class teacher will arrange a meeting with parents to discuss their concerns. If there is still no improvement in the child's behaviour for learning and they still continue to receive yellow cards, this will result in a behaviour plan.

If a child is put onto a behaviour plan, the class teacher must meet with parents to agree on a formal individual behaviour plan and suitable chart logging behaviour in school and at home. The class teacher and parents must also agree rewards and sanctions to be carried out at school and at home. Behaviour charts must be reviewed by the class teacher and parents half-termly. If following this process there is no improvement in the child's behaviour then the class teacher and SENCO may seek support from outside agencies.

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.

How do you support children who are looked after by the local authority and have SEND?

The Academy is committed to ensuring that looked after children are supported as fully as possible and will ensure that the following are in place, and are working effectively:

- A Designated Teacher for Looked After Children (Mrs A Elkin SENCO)
- Personal Education Plans for all Looked After Children.
- All staff have a clear understanding of confidentiality and issues that affect looked after children.
- Effective strategies that supports the education and well-being of Looked after children.

Working Together

Who is involved in my child's education?

- *Who will be working with my child/young person – include contact details (IRR)*
- *What is the role of my child's class teacher/s?*

The class teacher is responsible for setting relevant targets, planning and ensuring delivery of additional support for children with SEND (supported by the SENCo). They will provide access to the curriculum and will liaise with the key stage managers and Senior Leadership Team to identify, monitor and assess pupils with SEN. The SENCo, the Senior Leadership Team and the Governing Body, is responsible for overseeing and co-ordinating the day to day policy and practice for pupils with SEND. Each classroom has its own Teaching Assistant which support all pupils in the class. We also have several additional TAs who help support groups and individual children with their learning. Sometimes the Academy may commission Specialist Support to work with identified children with a particular focus e.g. Educational Psychologists, Behavioural Support, Autism Outreach Team, Speech and Language Therapists, Occupational Therapists, Sight Specialist or Teacher of the Deaf.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

The parents, child, class teachers, SENCo, Headteacher and all other parties involved with the child, meet to share all relevant information through regular Pupil Meetings. This is to plan next steps and appropriate provision; this may include additional referrals and the application for additional needs funding. All information will be dealt with sensitively in line with GDPR.

What expertise do you have in relation to SEND? (IRR)

- *What type of knowledge do staff members have in relation to SEND (awareness, enhanced or specialist)?*
- *Does the setting, school or college have any areas of expertise with specialist staff, and what are their qualifications?*
- *What ongoing support and development is in place for staff with regard to supporting children and young people with SEN?*
- *Does the setting, school or college have any formal accreditations, charter marks or awards?*
- *Does the setting, school or college provide disability awareness training?*

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 – using concretes, pictorials and abstract calculations

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Working Together

Enhanced training has been provided to:

- one Teaching Assistant through the Fisher Family Trust Wave 3, Literacy Programme
- Teaching Assistant – 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

All staff at the Academy have access to The National College which provides updated SEND training and resources.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)

- *How does the setting and its governing body involve and work with other agencies in meeting the needs of my child or young person with SEND? Eg health, social services, local authority support services, voluntary organisations.*
- *Which health or therapy services can children/young people access on the setting/school/college premises?*

The Academy 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.

Who would be my first point of contact if I want to discuss something?

- *Who can I talk to if I am worried and how do I contact them?*

If you have concerns then please firstly discuss these with your child's class teacher. You can also ask:

The Class Teaching Assistant

The Headteacher – Mrs N Danylyk

The SEND Governor – Mrs S Gibbons

Who is the SEN Coordinator and how can I contact them? (IRR)

Note: colleges – no legal duty for SENCO, but should have named co-ordinator for SEN support

The Academy's SENCo is Mrs A Elkin who you can contact via the school office, office@st-lukes-endon.staffs.sch.uk or telephone on 01782 502369

What roles do your governors have? And what does the SEN governor do?

Note: must include information around looked after children

The Governing Body's responsibilities to pupils with SEND include:

Working Together

- Ensuring that provision of a high standard is made for all SEND pupils
- Ensuring that a 'responsible person' is identified to inform other staff about all areas of SEND and all those involved with teaching and supporting pupils.
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

The Governing Body has identified a governor to have oversight of special educational needs in the Academy and to ensure that the full governing body is kept informed of how the Academy is meeting the statutory requirement. At St Luke's, this role is undertaken by Mrs S Gibbins, who has regular contact with the Headteacher and SENCo, to keep up-to-date with and monitor the schools SEND provision, and is required to make an annual report to the LAC and parents on the implementation of the SEND policy.

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

- *How will my child/young person being able to contribute his or her views?*
- *How will the setting/school/college support my child/young person to do this?*
- *How do you support children and young people with SEND/LDD in making their aspirations known?*
- *Do you have any student focus groups, councils or forums within the setting?*

Through the School Council and the Academy's Learning Forums, we value and celebrate each child being able to express their views on all aspects of school life. We also have various other leadership roles including: Health and well-being monitors, Arts Council, Worship leaders, a sports Crew, Play-ground leaders, library monitors and eco-warriors. Every child has an equal opportunity to apply for each of these roles

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parental involvement is key to a child's educational and social and emotional development. We therefore provide a range of opportunities for parents to be involved in school life. These include:

- Daily voluntary reading sessions
- Grandparents / Parents lunches

Working Together

- Whole school events such as Fireworks Night, Summer Fair, Charity events
- Concerts in the Autumn, Spring and Summer terms
- Special church services including Christmas and Easter
- Class assemblies
- Music recitals
- Opportunities to attend school trips
- Parents Workshops on a range of curriculum subjects

We also encourage our parents to have a voice through questionnaires and by inviting parents to join our Local Academy Council, where application forms can be found on the Academy's website.

What help and support is available for my family through the setting? *(IRR)*

- *Do you offer help with completing forms and paperwork or travel plans? If yes, who normally provides this help and how would parents access this?*
- *What information, advice and guidance can parents and young people access eg help with completing forms or arranging travel plans? Who normally provides this help and how can they access this?*

The Academy aims to work in close partnership with parents and carers. The Headteacher and SENCo do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they are having
- instilling confidence that the school will listen and act appropriately
- making parents and carers aware of the Parent Partnership services
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

- *What activities are available that can be accessed by children and young people with SEND in addition to the curriculum?*
- *Do you offer holiday and/or before and after school/college provision? If yes, please give details*
- *What lunchtime or after school/college activities do you offer? Do parents/students have to pay for these and if so, how much?*
- *How do you make sure clubs, activities and residential trips are inclusive?*
- *How will you help my child or young person to be included?*
- *How do you involve parent carers in planning activities and trips?*

Our curriculum includes not only the formal programme of learning, but the 'informal' programme of a wide range of extra- curricular activities and clubs, curriculum visits, visitors and trips. All children are encouraged to participate in all areas of the curriculum both formal and 'informal' and where necessary reasonable adjustments can be made to facilitate the needs of children with SEND. In these circumstances, parents and children are consulted closely as to the nature of the adjustments required. Many extra-curricular activities can be paid for through the SEND budget allocated to your child. Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The Academy also offers a Governor run before and after school club. Please see the website for further details. [Fast Club - St Luke's CE Academy \(st-lukes-endon.staffs.sch.uk\)](http://lukes-endon.staffs.sch.uk)

The Academy has close links with 'Bee Active' a holiday club that uses the schools facilities to run during the holiday periods.

How accessible is the setting's environment?

- *How has the environment been adapted to support children with sensory needs.*
- *How are SEND students supported to access those facilities available to all students? Link to Accessibility Plan (As described in SEND CoP).*
- *How do you communicate with those whose first language is not English (including parent/carers)?*
- *Does the setting encourage and make use of alternative forms of communication on a regular basis? If so, which one(s)?*

We have two rooms that have been adapted to meet the needs of the children including a medical room which has been adapted for privacy for those with medical requirements. This room has also been adapted for children who need time out of the classroom or need to complete sensory or occupational therapies. The Elsa room is a meeting room with a kitchen where children can go to relax and complete well-being activities. This is an ideal meeting room for families to use when corresponding with the Academy or specialist agencies.

We have a disabled parking spot marked and located next to the school's rear entrance so that all members of the school community can access the Academy's facilities. All steps are edged with yellow to ensure they are easier for those with visual impairments to negotiate. Ramps have been built at the main entrance to

Inclusion & Accessibility

school to ensure the site is accessible to all and one toilet has been adapted to ensure accessibility for visitors with a disability. All corridors and walk ways are kept clear at all times.

Where parents and carers whose first language is not English, we offer translation through our school communication app 'clasdojo'. All messages and reports can be translated in many languages.

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

Are disabled changing facilities available? Yes

No

Details (if required)

Are disabled toilet facilities available? Yes

No

Details (if required)

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Inclusion & Accessibility

Do you have parking areas for pick-up and drop-offs? Yes
No

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes
No

Details (if required)

N/A as we are a primary school

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Joining and moving on

Who should I contact about my child or young person joining your setting? (IRR)

- *Where can I find information on entry criteria? (colleges/post 16)*
- *Where can I find information relating to your admissions policy? (including details of arrangements for admission of disabled pupils – as specified in SEND Code of Practice)*

We advise you to ring the Academy on 01782 502369 to make an appointment with Mrs N Danylyk (Headteacher) to walk around the school, meet the teachers and pupils and have any questions answered. The Academy's office staff can support and advise with any applications. The Admissions policy can be found on the Academy's website. [Admission-Arrangements-21-22.pdf \(suatrust.co.uk\)](#)

How can parents arrange a visit to your setting, school or college? What is involved?

Joining and moving on

- *Do you offer Open Days?*

Parent/carers and pupils are invited to a meeting at the Academy and are provided with a range of information to support them in enabling their child to settle into the school routine. Mrs Danylyk, the headteacher meets with all new parents of pupils to allow concerns to be raised and solutions to any perceived challenges to be addresses prior to entry. The SENCo meets with all new parents of pupils who are known to have SEND and will create a profile where all relevant information can be shared. If pupils are transferring from another school/setting, the pervious settings records will be requested immediately and a meeting will be set up with parents to share strategies, identify and reduce any concerns and ensure provision is put into place before your child starts.

Following this a planned programme of visits will be provided during the summer term for pupils starting in the Reception Class in September.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? (IRR)

- *What preparation will there be before my child or young person joins you?*
- *How will he or she be prepared to move onto the next stage?*
- *What information will be provided to his or her new setting, school, or college?*
- *How will you support the new setting, school, or college to prepare for my child or young person?*
- *What work experience opportunities do you offer?*
- *Do you offer any vocational awards, apprenticeships, traineeships and/or supported internships etc.?*
- *Do you teach life skills and/or independent travel training?*
- *How will you support independent living and participating in society?*
- *Do you use job coaches or careers advisors?*
- *Will you liaise with the child or young person's previous education setting to share information?*

Pupils will attend the Academy on two separate sessions during the Summer term. They will spend half a day in their new classroom setting, getting to know their new teachers and finding their way around the resources available to them.

The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in their 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 an Education, Health and Care plan begins 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 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.

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Joining and moving on

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. The local high schools also offer transition days where our Y6 pupils spend a day at the secondary school experiencing their lessons.

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

- *Who can I contact for further information and how? (SENDIASS etc.)*

Support services for parents of pupils with SEN include:

- [SEND IASS - Staffordshire Family Partnership \(staffs-iass.org\)](http://staffs-iass.org) 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.
- Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

When was the above information updated, and when will it be reviewed?

Must be updated annually – please provide date of latest update

The above information was updated December 2021 and will be reviewed December 2022

Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening? *(IRR)*

- *How can parents give feedback to the setting, school or college?*
- *What is the setting, school or college's complaints policy? **(IRR)***

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 – Mrs A Elkin

Additional Information

• **The Head teacher – Mrs N Danylyk**

For complaints please contact the School Governor with responsibility for SEN. Their name is Mrs S Gibbons (who can be contacted via the school office). The school's Complaints Policy can be found on our website.

Type of Setting (tick all that apply)

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| <input type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input type="checkbox"/> Early Years | <input type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input checked="" type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input type="checkbox"/> Other (Please specify below) | | | | |

DFE Number

8603053

District

- | | | | |
|------------------------------------|---|---|--|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input checked="" type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford | <input type="checkbox"/> South Staffordshire |

Specific Age range

4-11

Number of places

218

Which types of special educational need do you cater for? (IRR)

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- | | |
|---|---|
| <input type="checkbox"/> Resource for autism | <input type="checkbox"/> Resource for social, emotional and mental health |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly | <input type="checkbox"/> Resource for moderate learning difficulty |

Additional Information

- Resource for physical disability
- Resource for severe learning difficulty
- Visual impairment friendly
- Resource for profound and multiple learning difficulty
- Resource for speech, language and communication needs

Other specialist support/equipment:

- Specialist technology

Comment:

- Rebound trampoline
- Accessible swimming pool
- Outreach and family support
- Bought in support services
- Sensory room/garden
- Hydrotherapy
- Medical
- Therapy services
- Hearing loop