



St. Luke's Catholic Primary School

*Mr. A Crist
Headteacher*

*Shaw Lane, Prescot
Merseyside L35 5AT*

*Tel No: 0151 477 8580
Fax No 0151 477 8581
Email: stluke@knowsley.gov.uk*

Special Educational Needs Information Report September 2017

At St. Luke's Catholic Primary School we strive to support all children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. This information report complies with the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.

The Special Needs Co-ordinator is Mrs Jacqui Andrews.

Roles & Responsibilities of the special Needs Co-ordinator (SENCO).

The SENCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEN. To liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. To regularly have contact with a wide range of external agencies that are able to give more specialised advice.

If you have any concerns regarding SEN matters do not hesitate to contact us.

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms:

ADD Attention Deficit Disorder
ADHD Attention Deficit & Hyperactivity Disorder
ASD Autistic Spectrum Disorder
BESD Behavioural Emotional & Social Difficulties
CAF Common Assessment Framework
CAMHS Child & Adolescent Mental Health Service
COP Code of Practice
CP Child Protection
EAL English as an Additional Language
EP Educational Psychologist
EHCP Educational Health Care Plan
FSM Free School Meals
HI Hearing Impairment
IEP Individual Education Plan
P&R Plan & Review meetings
KS Key Stage
PPP Pupil Premium Provision

LM Learner Mentor
LAC Looked After Child
LA Local Education Authority
MLD Moderate Learning Difficulty
NC National Curriculum
OT Occupational Therapist
Pupil Premium
PSP Pastoral Support Programme
QFT Quality First Teaching
SAIO School Attendance Improvement Officer
SALT Speech & Language Therapy
SEN Special Educational Needs
SEND Special Educational Needs & Disability
SENCO Special Educational Needs Co-ordinator
SpLD Specific Learning Difficulty
VI Visual Impairment

Current SEN Updates

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

The performance tables which show the performance of disadvantaged pupils compared with their peers. The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Children and Families Bill 2013

The Children and Families Bill took forward the Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reformed the systems for adoption, looked after children, family justice and special educational needs.

The Government transformed the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill extended the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It took forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by: Changing the age range covered from 0-25. Changing the statements of SEN to Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;

families and particularly requiring local authorities and health authorities to work together;

reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

- The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information sets out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

What will it do?

- The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it lets parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

The Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Below are St. Luke's Catholic Primary School's responses to these questions .

1. How does St. Luke's know if children need extra help?

We know when pupils need help if:

Concerns are raised by parents/carers, teachers or the child.

Limited progress is being made.

There is a change in the pupil's behaviour or progress.

If attendance has fallen below 90%.

What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns. If you have concerns then contact Mrs Andrews who is the SENCO.

2. How will I know how St. Luke's Catholic Primary School supports my child?

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc., then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. Some children will participate in precision teaching sessions which are short, sharp focused 1-1 interventions. An Outreach Learning Support teacher also works with identified groups of

children one afternoon each week, with a focus on literacy, she is able to assess and observe children if we have concerns regarding dyslexia or ADHD.

These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCO. Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Occasionally a pupil may need more expert support from an outside agency such as the Speech & Language Therapist, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The Governors of St. Luke's Catholic Primary School are responsible for entrusting a named person, Michelle Bridge, as the SEN governor. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way, (reference to the school's admission policy). Governors monitor and review the accessibility plan and all other statutory policies as defined by the DfE (including the equal opportunities policy).

3. How will the curriculum be matched to my child's needs?

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

If a child has been identified as having a special need, they will be given a Personal Provision Plan (PPP) or an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCO three times per year. These will be discussed with parents at Parents' Evenings and a copy given to them.

Appropriate specialist equipment may be given to the pupil e.g. writing slopes, chew buddies, concentration cushions, pen/pencils grips or easy to use scissors.

4. How will I know how my child is doing?

You will be able to discuss your child's progress at Parents' IEP Evenings.

Your child's class teacher will be available at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.

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

The class teacher may suggest ways of how you can support your child. Mrs Andrews and Knowsley Advisory Support Teachers Mrs Harrington, or Mrs Bannington, may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's learning or behavioural needs. If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

5. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

Members of staff such as the class teacher, Learning Mentor and SENCO are readily available for pupils who wish to discuss issues and concerns. Children may be referred to the School Learning Mentor for support. This could be 1-1 or in a small group. Teachers use 'Growth mindset talk' in the classroom to encourage positive thinking and encourage self-esteem. Children are taught about mindfulness and are encouraged to attend afterschool yoga clubs.

Pupils with medical needs

If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. Staff receive asthma and epi-pen training delivered by the specialised nurse.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member.

Assigned staff have basic first aid training and there are lead First Aiders.

6. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

Autism Outreach Team

hearing/visual Impairment team

Physiotherapy / Occupational therapy

Hospital (Paediatricians)

Health team.

Educational Psychologist

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned at the Plan and Review (PR) meetings held three times a year between school staff and where appropriate, other professionals. The aim of a PR is to gain an understanding of and try to resolve a pupil's difficulties. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

7. What training are the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND.

These have included sessions on:

autistic spectrum, mental health issues, attachment disorder and sensory needs,

Mrs Andrews attends half – termly SENCO forums and the annual Autism and SEND conferences.

She is undertaking the National Award for SENCO qualification in September 2017.

8. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all. Procedures are put in place to enable all children to participate or a carer may be asked to accompany their child during the activity.

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. The school's accessibility plan is in compliance with the Equality Act 2010. [S:\KE\POLICIES\Accessibility Plan 2016-2019.docx](#)

10. How will the school prepare and support my child when joining St. Luke's Catholic Primary School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

spending some time with their new class teacher. Visits to the new school.

The Head Teacher is always willing to meet parents/carers prior to their child joining the school.

school staff are able visit pupils prior to them joining their new school, if deemed necessary.

Liaising with the SENCOS from the secondary schools to pass on information regarding SEN pupils.

For those with more specialised needs, a separate meeting may be arranged with Mrs Andrews, the Head Teacher, the High school SENCO, the parents/carers and where appropriate the pupil.

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

Additional support or resources are provided dependant on an individual's needs.

Purchasing support from the Outreach Learning Support Teacher or the Educational Psychology Service, using the services of a professional play therapist and yoga/mindfulness teacher.

12. How is the decision made about how much support my child will receive?

Team decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. If concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

13. How will I be involved in discussions about and planning for my child's education? All parents are encouraged to support and contribute to their child's education.

This may be through:

Discussions with the class teacher.

Attending parents evenings.

Discussions with Mrs Andrews or other professionals.

Parents are encouraged to comment on their child's IEP/PPP with possible suggestions that could be incorporated.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with the SENCO and Head Teacher.

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.



*St. Luke's: following in footsteps of Jesus as we
live, love and learn together*

*For more information about our school visit our website
www.stluke.knowsley.sch.uk.*

