

St Luke's Catholic Primary School



This policy will be reviewed regularly and re-presented to The Governing Body as appropriate if significant changes are made.

Policy reviewed: February 27th 2017

Reviewed by: J Andrews

Date: 27th Feb 2017

Signature:

Date:

Chair/Vice of Governors Signature:

Date:

Special Educational Needs & Disability Information Report

Children and Families Bill 2013

The Children and Families Bill underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming 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.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Part of the SEN reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer.

All Knowsley maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This document outlines our School Offer and the SEN Information required as stated in the SEN Code of Practice.

The list below is a glossary of terms related to our School Offer.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD/C	Autistic Spectrum Disorder/Condition
BESD	Behavioural Emotional & Social Difficulties
CAF / EHP	Common Assessment Framework / Early Health Plans
CAMHS	Child and Adolescent Mental Health Service

EAL	English as an Additional Language
EP	Educational Psychologist
PPP	Personal Provision Plan
LM	Learning Mentor- supports children with social/emotional/behavioural needs.
OT	Occupational Therapy
QFT	Quality First Teaching – an excellent standard of teaching, enabling all pupils to make progress.
SALT	Speech and Language Therapy/Therapist
SEND	Special Educational Needs & Disability
SEN Code of Practice	The legal document, which sets out the requirements for educating children with special educational needs.
SENCO	Special Educational Needs Co-ordinator- organises and monitors provision for children with special educational needs. The school SENCO is Mrs J Andrews.
EHCP	Education Health Care Plan
SLT	Senior Leadership Team

We have set out our School Offer / SEND Information Report through a series of questions through which you can get more information. You may also wish to refer to our SEND Policy [SEND POLICY 2016.docx](#) for further information.

How does St Luke's know if children need extra help and what should I do if I think my child may have special educational needs?

- All pupils are tracked and monitored and if there are concerns about progress or if any child needs extra support, then this is identified and acted upon. This may mean small group intervention or individual support. These interventions may be daily or two or three times per week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.
- If your child is new to our school then progress will be discussed with the previous school or nursery.
- If you have concerns about your child's progress or social/emotional development needs, this should be initially discussed with the class teacher. If there are further concerns arising from this meeting, an appointment will be made with the SENCO to discuss in more detail. You may then agree from this meeting that further outside agency support may be required.

How will St Luke's staff support 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.

- Class teachers and support staff work closely with the school SENCO to ensure the needs of children are identified early and support strategies are put in place.
- 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.
- 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
- The school SENCO will keep in touch with all class teachers and teaching assistants to ensure that your child's needs are met and their targets are reviewed. The frequency of the support your child receives will depend on their level of need.
- The SENCO will involve you in all support plans for your child. School staff will measure the impact of support given to your child and the progress your child is making.
- Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, 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.

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

- The school recognises that children are at different levels in their learning and learn in different ways. To support all children the school delivers the curriculum in different ways. 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. We also offer small group support and individual support when required.
- We understand that children learn at their own pace so we closely monitor progress. All parents/carers are invited to discuss/contribute towards their child's targets.

- Staff will 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 specific need, they will be given a Personal Provision Plan (PPP). Targets will be set according to their area of need. These will be monitored by the appropriate staff member and by the SENCO three times per year. PPPs will be discussed with parents at Parents' Evenings and a copy given to them for their agreement.
- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pen/pencil grips or easy use scissors.

What support will there be for my child's overall wellbeing?

- There are rigorous and robust procedures in place with regard to safeguarding.
- Children's social, emotional and physical wellbeing is an integral part of the work we do in school. The safety of all children and adults in our community is of paramount importance.
- Throughout the school there are a number of paediatric first aiders who can attend to children when necessary. We have named staff who are trained to administer any medicines your child may need.
- All in our school community are treated respectfully and their opinions are valued. We use Circle Time, Nurture and SEAL activities to ensure that all children are listened to and we have a School Council for children to share their ideas and views. The school will keep in close contact with you about your child's overall wellbeing. To support the development of positive behaviours and friendship groups, we have a buddy system where older pupils ensure that children have support at all playtimes. We also have lunchtime clubs to support all children in building friendships
- Attendance and punctuality are monitored closely to ensure all children are receiving their full entitlement to education
- St Luke's employs a Learning Mentor who offers a range of interventions and activities to support the emotional well-being of the children in our school

What specialist services and expertise are available at or accessed by St Luke's?

- The school can access specialist support from Special Schools and Outreach Providers for children with Social, Emotional and Behavioural difficulties, children with Learning Difficulties and children with a diagnosis of Autistic Spectrum Condition.
- The school receives allocated time from the Educational Psychology Service.
- We can make referrals, with your consent, to many specialist services including CAMHs (Child and Adolescent Mental Health Service), SALT

(Speech and Language Therapy Service), Physiotherapy Service, Occupational Health Service and the Community Paediatrician etc.

- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in our cluster groups.

What training are the staff supporting children with SEND had or are having?

Members of staff have received training related to SEND. These sessions have included:

- How to support children on the Autistic Spectrum
- Speech and Language Difficulties
- Supporting children with social and emotional needs
- Supporting children with physical needs

How accessible is your setting and how will my child be included?

- There is a detailed accessibility plan relating to the school, available from the school office. Further information can be supplied on request.
- If required, you may be invited to tour the school to have a look over the environment.
- If your child has a physical disability, school can request support from outreach providers to carry out more in-depth assessments or environmental check. This is monitored regularly with periodic checks from the providers.

We are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps into the school to make it accessible to all
- One toilet is adapted for disabled users
- Wide doors in some parts of the building
- Two stair lifts in the building, one which allows access to the hall and one which is located in the Foundation Stage area of the school

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

- Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet the required health and safety standards.
- This may involve a specific risk assessment to identify any additional support your child needs to ensure full participation.

- If appropriate, you may be invited to accompany your child on the activity or trip.

How will the St Luke's support my child to join the school and how will the school support my child in transferring to the next stage of education?

- You will be invited to look around the school and speak to senior staff. Your child will also be invited to visit and stay for a short session before starting school.
- We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- We will contact any specialist services that support your child and ask them to attend a Team Around the Child (TAC) meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- We support pupils moving to new year groups, Key Stages and new settings by making opportunities available to them to attend as a next step for discrete activities, assemblies and playtimes.
- We develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition

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

- The school's SEN and Disability budget is allocated to meet the needs of the children on the SEN register.
- The progress and attainment of all children is tracked and resources are allocated according to need.
- Top up funding can be applied for through the LA for some children who require 1-1 support for more complex learning difficulties.
- The SEN budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed.
- We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.
- In school we adopt a graduated response to meeting need. This means we record concerns about a pupil at parent/staff discussions and determine a timescale for a classroom based intervention and expected outcome.
- We will consult with you on progress and, if expected outcomes are not met agree a plan of action for further intervention.
- If your child requires additional specialist support we will discuss with you the pathways to more specialist support/provision.

How are parents involved in the school? How can I be involved?

- We hold induction meetings for new to Nursery/Reception parents/carers prior to your child's start date.
- We invite specialist agencies into school to talk to you about how they can support you and your child.
- We hold parent workshops to support parents/carers in aspects of English and Maths.
- We hold regular parents/carers evenings for you to talk to your child's teachers about their progress and supply a final written report in the Summer term.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- Parents/carers can volunteer to come into school to help. E.g. reading with children.
- We have an open door policy.
- We have a 'Friends of St Luke's' who hold regular meetings
- The SENCO has two days a week allocated to her timetable to work specifically with SEN issues

How will St Luke's help me to support my child?

- The class teacher may suggest ways of how you can support your child.
- A member of the SLT or SENCO will be available to meet with you at a convenient time to discuss how to support your child, using the strategies advised regarding the area of concern.

If outside agencies e.g. Educational Psychologist, Speech & Language, Physiotherapy have been involved suggestions and programmes of study are usually provided that can be used at home.

How will I be informed of my child's progress?

- You will be able to discuss your child's progress at Parents' Evenings.
- Your child's class teacher will be available 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 or over the telephone.

Who can I contact for further information?

If you wish to discuss your child's educational needs please contact the school office to arrange a meeting with your child's teacher, the SENCO or Head teacher.

The Local Offer can be found on the Knowsley Council website

www.knowsley.gov.uk

