

**We follow in the footsteps of Jesus as we  
live, love and learn together.**



## SEND information report



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

**Policy reviewed: Autumn 2022**

**To be reviewed : Autumn 2023**

## *St Luke's Catholic Primary School* **Special Educational Needs Information Report**

At St. Luke's Catholic Primary School we strive to support all children to enable them to achieve at school including those with a special educational need and/or disability (SEND). All mainstream schools must appoint a teacher to be their SENCO. The SENCO will co-ordinate additional support for pupils with SEN and liaise with their parents, teachers and other professionals who are involved with them.

The Special Needs Co-ordinator at St Luke's is Mrs Jacqui Andrews.

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

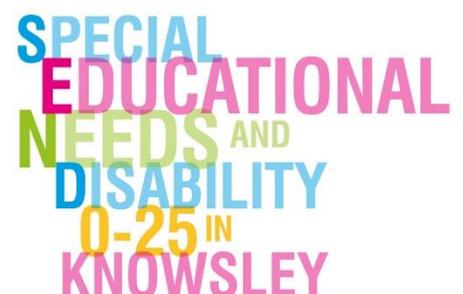
The SENCO is responsible for: the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEND; liaising with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected; regularly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

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

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

A Local Offer **gives children and young people with special educational needs or disabilities**, and their families, information about what support services the local authority think will be available in their local area. It **offers information in a single place**. The Local Offer helps children, young people and their parents to understand what services and support they can expect from a range of local agencies - including their statutory entitlements.

Here is the link to the Local offer for Knowsley Education Authority:  
<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>



**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, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. Parents and carers can consider the answers, 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 further concerns then contact Mrs Andrews who is the SENCO. You can also talk to your GP or school nurse.

**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. Some children need support with their behaviour, emotional or sensory needs and Teachers may provide sensory breaks, emotional check-ins and fidget toys in order to support the child. 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. Some children will participate in precision teaching sessions which are short, sharp focused 1-1 interventions. These interventions 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 half term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the class provision map (this is a record of the interventions, timings 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. An Outreach Learning Support teacher is also available to assess and observe children if we have concerns regarding specific learning difficulties such as dyslexia, or with processing skills or working memory.

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. Also, teachers have SEN meetings with the SENCO each term to discuss those children on the SEN support register and any children who are causing concern. These shared discussions may highlight any potential areas for further support and resources to be planned.

Occasionally a pupil may need more expert support from an outside agency such as the Speech & Language Therapist, Paediatrician, Educational Psychologist 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, Mrs Emma Scott, as the SEND 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 (refer 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 as needing special educational support, 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.

Targets will be set according to their area of need and progress will be monitored on the provision map and iASEND online tracking system. These will be monitored by the class teacher and the SENCO during, and at the end of, the assessment cycle. These will be discussed with parents at Parents' Evenings.

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

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

You will be able to discuss your child's progress at Parents' Evenings which are 3 times per year and also by prearranged appointment if you, the class teacher or SENCO have any concerns.

Your child's class teacher will be available at the end of each day if you wish to raise a concern and messages can also be sent via class dojo. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting or ringing 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 can 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 who are well known to the children, such as the class teacher, Teaching assistants and SENCO are readily available for pupils who wish to discuss issues and concerns. A member of support staff is ELSA trained (Emotional Literacy Support Assistant). 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 and mindfulness clubs.

We have a sensory room where children can spend some time with an adult if feeling upset. There is a safe space available each day for those children who need to spend time indoors, away from the busy playground.



### **Pupils with medical needs**

If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse or hospital staff 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 a specialised nurse when needed.

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 the child and staff member. Medicine must be prescribed by a pharmacy or GP and be labelled with the child's name.

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

Mindfulness Teacher

Play Therapist

Hearing/Visual Impairment team

Physiotherapy / Occupational therapy

Hospital (Paediatricians)

Health team.

Educational Psychologist

Speech and Language therapy

Child Development Team

The school purchases the services of an Educational Psychologist. 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 a consultation meeting between the Educational Psychologist and school, with permission from the parents. The aim of the consultation 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 often meet with the parent and give feedback if an assessment is needed. 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?**

Each year, staff receive training related to SEND.

These have included sessions on:

autistic spectrum, mental health issues, attachment disorder, behaviour and sensory needs, supporting language and communication needs., dyspraxia and dyslexia.

Mrs Andrews attends half – termly SENCO forums. She has undertaken the National Award for SENCO qualification.

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

Activities and school trips are available to all. Risk assessments are undertaken and 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 2020-2023.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 and visits to the school; the Head Teacher is always willing to meet parents/carers prior to their child joining the school; school staff are able to speak with staff at previous settings or visit pupils prior to them joining St Luke's, if deemed necessary.; liaising with the SENCO's from the secondary schools to pass on information regarding SEND 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. Teaching assistants help to support children in class, 1-1 and in small groups.

We purchase support from the Outreach Learning Support Teacher and the Educational Psychology Service, we use 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. We aim to develop independence by providing an accessible environment and curriculum for each child.

**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 interact through class dojo.

**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/or Class Teacher.

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

ADD Attention Deficit Disorder	LA Local Education Authority
ADHD Attention Deficit & Hyperactivity Disorder	LM Learning Mentor
ASD Autistic Spectrum Disorder	MLD Moderate Learning Difficulty

BESD Behavioural Emotional & Social Difficulties	NC National Curriculum
CAF Common Assessment Framework	OT Occupational Therapist
CAMHS Child & Adolescent Mental Health Service	Pupil Premium
COP Code of Practice	PSP Pastoral Support Programme
CP Child Protection	QFT Quality First Teaching
EAL English as an Additional Language	SAIO School Attendance Improvement Officer
EP Educational Psychologist	SALT Speech & Language Therapy
EHCP Educational Health Care Plan	SEN Special Educational Needs
FSM Free School Meals	SEND Special Educational Needs & Disability
HI Hearing Impairment	SENCO Special Educational Needs Co-ordinator
IEP Individual Education Plan	SpLD Specific Learning Difficulty
P&R Plan & Review meetings	VI Visual Impairment
KS Key Stage	
PPP Personal Provision Plans	
LAC Looked After Child	

This information report complies with the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. **Children and Families Act 2014.**

The Children and Families Act 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 (SEND), including those who are disabled, so that services consistently support the best outcomes for them. The Bill extended the SEND 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 SEND 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.