

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



## SEND Policy

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

**Policy reviewed: Autumn 2023**

**To be reviewed : Autumn 2024**

## *St Luke's Catholic Primary School* *SEND Policy*

### **Basic Information about Special Educational Needs (hereafter referred to as SEND) provision at St Luke's Catholic Primary School.**

St Luke's Catholic Primary School aims to ensure that all pupils are entitled to a broad and balanced curriculum and can reach their potential regardless of their background or circumstances. We will provide a secure and caring environment in which children can develop the independence and confidence to face new challenges positively. We recognise that all pupils have strengths, and the school will aim to develop these in all areas. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all.

### **Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at

(a) or

(b) would do so if special educational provision was not made for them.

**The SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Knowsley that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Details of St Luke's Primary School's local offer can be found on the school website: [www.stluke.knowsley.sch.uk](http://www.stluke.knowsley.sch.uk) under Special Educational Needs Information report.

This is the link to the Local offer for Knowsley Education Authority.

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>

### **Our Philosophy**

We are a Christian Community working together to encourage and develop in every child a lifelong love of learning. At St Luke's we acknowledge that the needs of all pupils who may have SEND, throughout or at any time during their school career, must be addressed; and their right to have access to a broad and balanced curriculum, including maximum possible access to the National Curriculum. Our school mission statement is ***'We follow in the footsteps of Jesus as we live, love & learn together.'***

### **1. Aims and objectives**

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

### Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services, or early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by the school will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning** and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENDCO and Head Teacher and will be carefully monitored and regularly review to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the whole school, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by school alone.
- **Create a school environment** where pupils feel safe to voice their opinions of their own needs. This means providing regular meetings between pupils and their families with relevant school staff.

## 2. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is the Head Teacher (Mr A Crist) and the SEND Governor. (Mr Tony McCaul) The person co-ordinating the day-to-day provision of education for pupils with SEND is the SENDCO (Mrs E Crist)

The main responsibilities listed in this policy fall within the role of Special Educational Coordinator (SENDCO).

The role is outlined as follows:

- Overseeing the day-to-day operation of the SEND Policy including reporting of effectiveness of the SEND Policy to Governors
- Coordinating provision for pupils with SEND
- Liaising with and advising colleagues
- Managing and coordinating the work of Teaching Assistants responsible for delivering additional support or interventions to children
- Overseeing the records of all pupils with SEND
- Liaising with parents/carers of children with SEND
- Contribute to whole staff CPD/training particularly the induction of new staff
- Liaising with and drawing on the advice of external agencies and the LA
- Ensuring Personal Provision Plans/ Group Plans or provision maps are in place and reviewed regularly
- Assessing the progress of pupils with SEND (using all available data) ensuring that the progress of vulnerable groups is carefully tracked

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- Following a graduated response to the assessment and provision of SEND with a clear focus on early identification
- Supporting the Head teacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND policy, SEND provision and outcomes for pupils with SEND drawing up further priorities and actions in the School Development Plan
- Ensuring a smooth transition across key stages and phases
- Ensuring that all additional interventions are monitored for their impact
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching

### 3. Arrangements for coordinating SEND provision

The SENDCO will hold details of all SEND support records for individual pupils.

#### All staff can access:

- St Luke's Catholic Primary School's SEND Policy;
- A copy of the full SEND Register.
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Knowsley's SEND Local Offer
- Information available on the school's website about school's offer
- Information held in the individual class teacher's SEND file

This information is made accessible to all staff to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and/or disabilities, their requirements which will enable them to provide for the individual needs of all pupils. The school will now be using CPOMS to record any SEND information about a child. This will allow teachers to access any records easily and ensure that they can be transferred to new schools when required.

### 4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

To enable us to have a full picture of a child's needs we would, in addition to our usual admission arrangements for SEND children, talk to parents about their child's needs, gather background information from them and any professionals working with their child, and if appropriate arrange a meetings and additional visits.

Prior to children transferring schools or classes there is communication, both written and verbal, regarding any children with SEND.

### 5. Working in partnerships with parents

We believe that a close working relationship with parents is vital to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through parent's evenings, progress reviews and reports at the end of each year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

The parents and, if possible, the pupil will always be part of the discussion with regards to future provision if an assessment or referral indicates that a pupil has additional learning needs which are not currently being met within mainstream school. Parents will be an integral part of any discussion process regarding their child and will be consulted on any points of action drawn up with regards for future provision.

The school's SEND Governor may be contacted at any time in relation to SEND matters.

## 6. Specialist SEND provision and facilities for pupils with SEND

Provision for pupils at St Luke's Catholic Primary School with special educational needs and/or disability is the responsibility of the school with specialist guidance from the SENDCO, the Governing Body, and the Head teacher. All teaching staff are teachers of pupils with special educational needs. We adopt a graduated response to meeting special educational needs and/or disabilities.

## 7. Allocation of resources for pupils with SEND

The school has an annual allocation for SEND. The Governing Body oversees this expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy.

## 8. Identification of pupils needs

### Identification

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENDCO works closely with the school assessment coordinator to review school, local and national tracking data.

At St Luke's Catholic Primary School, we also use several additional indicators to identify pupil's special educational needs. Such as:

- Close analysis of supplementary data including vulnerable group data, diagnostic testing and annual pupil assessments
- Teacher assessments/pupil progress meetings
- Any parent, teacher or support staff concerns
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools

### A graduated approach:

#### *Quality First Teaching*

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff to gauge their level of learning and possible difficulties.

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c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

## SEND Support

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



- The Code of Practice describes the Graduated Approach as a ***“cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of pupils’ needs and what supports the pupil in making good progress and securing good outcomes”***

### Assess

This involves clearly analysing the pupil's needs using the teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and

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evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any specific teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class/subject teacher. The SENDCO will work closely with the class teacher and support staff, and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil, where possible, and their parents. The SENDCO, in conjunction with the class teachers will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health and Care Plans [EHC Plan]**

a. Following Statutory Assessment, an EHC Plan will be provided by Knowsley Authority, if it is

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decided that the child's needs are not being met by the support that is ordinarily available. The school, the child's parents and any other professionals involved in the support and care of the child will be involved in developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the EHC Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## 9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate and support pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO / Inclusion Manager will consult with the child's parents for other flexible arrangements to be made.

As a school we:

- Keep staff fully informed of the special educational needs of any pupils in their charge include sharing progress reports, medical reports and teacher feedback
- Provide regular training and learning opportunities for staff in all about SEND and SEND teaching. School staff should be up to date with teaching methods which will aid progress of all pupils including those with SEND
- Make use of all class facilities and space
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- May decide to provide group/paired/1-1 teaching outside the classroom
- Set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.

## 10. Inclusion of pupils with SEND

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Head Teacher and senior leadership team (SLT) to ensure that it promotes the inclusion of all pupils.

The school will seek advice, as appropriate, about individual pupils, from external support services as required.

## 11. Evaluating the success of provision

To make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Evidence collected will help inform school development and improvement planning.



## 12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO or Head teacher who will be able to advise on formal procedures for complaint. A copy of the school's complaints procedures can be found on the school website:

[complaints-procedure.pdf \(stluke.knowsley.sch.uk\)](https://stluke.knowsley.sch.uk/complaints-procedure.pdf)

## 13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCO attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified using provision mapping and management.

## 14. Links to support services, other agencies and voluntary organisations

The school continues to build strong working relationships and links with external support services to fully support our SEND pupils and aid school inclusion; this includes health, social care and education.

Sharing knowledge and information between our support services is key to the effective and successful SEND provision within our school.

The SENDCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Specialist Outreach Services

Name of School: St Luke's Primary school		Whole School Provision Map	
Area of need	Universal provision (in class)	SEND Support provision (small group/individual)	EHCP (statement) provision
<b>Communication &amp; Interaction</b>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• use of symbols and pictures, word webs/topic maps</li> <li>• Cueing and reinforcement</li> <li>• Differentiation (language, tasks, questions)</li> <li>• Peer support</li> <li>• Modelling, prompting, checking understanding</li> <li>• Processing time</li> <li>• Key language/vocabulary</li> <li>• Physical environment organised and well-defined</li> </ul>	<ul style="list-style-type: none"> <li>• Group support in Literacy, small group reading</li> <li>• BLAST 1 &amp; 2 (Boosting Language Auditory Skills and TALK)</li> <li>• ELKLAN</li> <li>• Social skills, SALT, small group</li> <li>• Speech and Language therapy support</li> <li>• ASC advisory teacher support</li> <li>• Ed Psych support</li> <li>• WELLCOMM</li> </ul>	<ul style="list-style-type: none"> <li>• PECS</li> <li>• Intensive Interaction</li> <li>• Individual Speech &amp; Language Therapy Support</li> <li>• Visual timetable</li> <li>• Now/Next board</li> </ul>

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<p><b>Cognition &amp; Learning</b></p>	<ul style="list-style-type: none"> <li>• Differentiated lesson planning, (level, pace, approach, outcome)</li> <li>• Classroom learning aids such as visual cues and use of writing frames, number lines, word mats</li> <li>• Explicit teaching to support generalisation of skills</li> <li>• Modelling and teaching study skills</li> <li>• Supporting personal organisation</li> <li>• Organised and well-defined physical environment</li> <li>• 'Help desks' for resources</li> <li>• 'Catch up' time</li> <li>• In class support for small groups</li> <li>• Consideration of positioning and seating</li> <li>• Time limited targeted intervention groups</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics booster groups</li> <li>• Small group story time</li> <li>• Literacy (guided writing, comprehension, spelling) and Numeracy groups (number skills, times tables, problem solving)</li> <li>• Precision teaching</li> <li>• Attendance group</li> <li>• Consideration of positioning and seating to support learning</li> <li>• Target cards, breaking tasks into small steps</li> <li>• PPPs/IEPs</li> <li>• Outreach learning support worker</li> <li>• Time limited individual interventions</li> <li>• Use of 'P' scales</li> <li>• Ed Psych support</li> </ul>	<p>1-1 and small group support</p> <p>Individualised Curriculum</p> <p>Pre Key Stage Standards</p> <p>Early Learning Goals</p>
<p><b>Social, Emotional and Mental Health Difficulties</b></p>	<ul style="list-style-type: none"> <li>• Positive relationships and consistency of approach</li> <li>• Mindfulness in class</li> <li>• After school mindfulness and yoga club</li> <li>• Whole school and class reward system</li> <li>• Whole school award assembly and merit prize assembly, house points</li> </ul>	<p>e.g. Social groups, Family learning sessions</p> <ul style="list-style-type: none"> <li>• Lunch time nurture space</li> <li>• Play therapist</li> <li>• Emotional awareness intervention</li> <li>• Sensory room</li> <li>• Emotional/behavioural check-ins</li> <li>• Socially speaking group</li> <li>• Listening ear/butterflies</li> <li>• Attendance group</li> <li>• BLAST 1 &amp; 2</li> </ul>	<p>Access to sensory room</p> <p>Access to calm space</p>
<p><b>Sensory &amp; Physical Needs</b></p>	<ul style="list-style-type: none"> <li>• Teacher awareness of sensory &amp; physical impairments, availability of resources in class</li> </ul>	<ul style="list-style-type: none"> <li>• Dough disco, finger gym, scissor skills</li> <li>• INSYNC programme (gross and fine motor skills)</li> <li>• Sensory diet</li> <li>• Chew buddies/fidget toys/pencil grips</li> <li>• Sensory breaks</li> <li>• Handwriting intervention groups</li> <li>• Phonak Visuals hearing aid system</li> </ul>	<p>In sync for gross and fine motor skills</p> <p>Sensory room</p> <p>Sensory breaks</p>