

**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 2024

To be reviewed: Autumn 2025

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 those pupils with SEND and liaise with their parents, teachers and other professionals who are involved with them.

The Special Needs Co-ordinator at St Luke's Catholic Primary School is Mrs Emma Crist.

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

The SENDCO is responsible for the operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEND. The SENCO will also liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected and regularly have 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.

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.

This 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. Regarding Education, it lets parents/carers and young people know how schools 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 best to 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 and further concerns then contact Mrs Crist, the SENDCO.

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 may need support with their behaviour, emotional or sensory needs and teachers may provide sensory breaks, emotional check-ins and fidget toys 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 the intervention will run for will vary according to need but will generally be for half a term. The interventions will be reviewed regularly by all involved to ascertain the effectiveness of the provision and to inform future planning. We also use some on-line programmes for intervention such as Literacy Gold and Learning Village.

These interventions will be recorded on 'Insight'; a tracking system used in school which provides 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 SENDCO.

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 a SEND meetings with the SENDCO each term to discuss those children on the SEND support register and any children who are causing concern. These shared discussions may highlight any potential problems 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, 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, as the SEND governor. The SEND governor at St Luke's is Ms Kerry Parkinson. 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 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.

Targets will be set according to their area of need. These will be monitored by the class teacher and the SENDCO during, and at the end of, the assessment cycle. These will be discussed with parents at Parents' Evenings.

Appropriate specialist 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 by prearranged appointment if you, the class teacher or SENDCO 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 be sent by Class Dojo. Appointments can be made to speak in more detail to the class teacher or SENDCO 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 Crist 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 such as the class teacher, Teaching Assistants and SENDCO are readily available for pupils who wish to discuss issues and concerns.
- A member of 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 mindfulness clubs.
- We have sensory areas/activities where children can spend some time with an adult if feeling upset.
- There is a safe space available each day on the quiet playground, for those children who need to spend time in a less busy place.
- The school uses the Zones of Regulation strategy to judge how the children are feeling and can respond to their needs.

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 can be administered in school but only where a signed Medicine consent form is in place to ensure the safety of both 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
Play Therapy

Hearing/visual Impairment team
Physiotherapy / Occupational therapy
Hospital (Paediatricians)
Health team
Educational Psychologist
Speech and Language therapy

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 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 the pupil's difficulties.

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 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, behaviour and sensory needs.

Staff have also undertaken training for delivering Lego Therapy, Precision Teaching and Zones of Regulation.

The SENDCO attends half – termly SENDCO forums and SEND conferences. She has undertaken the Local Authority's training qualification.

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.

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

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

-liaising with the SENDCO's from the secondary schools to pass on information regarding SEND pupils

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

For those with more specialised needs, a separate meeting may be arranged with Mrs Crist, the Head Teacher, the High school SENDCO, 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 small groups.

We also purchase support from external agencies including the Educational Psychology service and an ASC Outreach 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 all.

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 Crist
- meetings with other professionals

Parents are encouraged to comment on their child's Learning Plan 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 SENDCO and/or Class Teacher.

15. Complaint's procedures

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:

<https://stluke.knowsley.sch.uk/policies/>

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

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
ADHD	Attention deficit and Hyperactivity Disorder
ASD/C	Autistic Spectrum Disorder/Condition
CAMHS	Child and 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
KS	Key Stage
LM	Learner Mentor
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PP	Pupil Premium
QFT	Quality First Teaching
SAIO	School Attendance Improvement Officer
SALT	Speech & Language Therapy
SEN/SEND	Special Educational Needs/& Disability
SENDSCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment