



## St. Luke's Catholic Primary School

### a Voluntary Academy



### Mission Statement

*We believe that Christ is the source of our authority and the reason for the distinctive nature of our Catholic school. Our school aims are based on our belief that each child is made in the image and likeness of God. In educating our children, we are aware not only of our life here on earth but also of our eternal destiny.*

*Both Federated schools - St. Luke's Catholic Primary School and St. Peter and Paul Catholic Primary School- provide a welcoming, safe, secure and Christian environment for its children and staff, both teaching and non-teaching. Based upon Christian principles, and our Catholic faith, we aim to develop each and every child to their fullest possible potential.*

*The foundation of our aims, our teaching and learning are the words of Christ. We keep this in mind as we acknowledge the gap between our vision and reality and endeavour to bring these closer together.*

This document describes the Our Blessed Saints Federation strategy towards identifying and providing for children with Special Educational Needs and/or Disability as defined within the SEN Code of Practice 2015.

### Our Rationale and Intent for all of pupils within Our Blessed Saints Federation.



#### Our Intent:

**Overall**  
We aim to provide a uniquely tailored curriculum ensuring each individual child is at the heart of everything we do.

We aim to inspire our children to make a positive contribution in order to become well rounded global citizens.

**Well-being**  
We aim to foster a safe learning environment whereby our children feel valued and develop a good understanding of themselves as learners.

Whatever we do is based on the Gospel Values.

**Citizenship**  
We aim to enable children to make a positive contribution to school and local community whilst cultivating a respectful ethos.

**Enrichment**  
We want to provide experiences beyond their normal range - to allow them to have new experiences and develop life skills.

**Pedagogy**  
We aim to enhance opportunities for children to embed key skills through all areas of our curriculum.

**Pedagogy**  
We want to develop children to be independent leaders in developing their own curriculum, being analytical thinkers and responsible for their own learning.

## **Aims and Objectives of this Policy**

Within this policy, you will find information regarding the school's current provision and practices within the following areas:

- Legislation, Guidance and compliance.
- Definitions of SEND in accordance with the Code of Practice 2015.

**Section 1** - The Telford and Wrekin SEND Local Offer and how SEND is funded across the local authority.

**Section 2** - School admission, transition and inclusion arrangements.

**Section 3** - Identification of SEND and the graduated response process.

**Section 4** - Intervention programs, CPD training and resources for SEND.

**Section 5** - Record keeping for pupils with SEND.

**Section 6** - Working with parents/carers

**Section 7** - working with external agencies

**Section 8** - Monitoring and evaluating SEND provision including role and responsibilities.

**Section 9** - Wider curriculum offer for SEND

**Section 10** - SEN pupil voice

**Section 11** - Accessibility

**Section 12** - complaints procedure.

## **Legislation, Guidance and Compliance:**

This policy complies with the statutory requirements as set out in the Special Educational Needs Disability Code of Practice 2015 and the following legislation:

- Part 3 of the children's and Families Act 2014 - this sets out the schools' responsibilities for pupils with SEN and disabilities.
- Schools SEN Information Report Regulations 2014 which highlights the schools' responsibilities for Education, Health and Care (EHC) plans, SEND coordinators and the SEND Information report.
- Equality Act 2010.

- Statutory Advice on supporting pupils at school with medical conditions - April 2014.
- Safeguarding policy.
- Accessibility plan.
- Teacher Standards 2012.

### **Definition of Special Educational Needs:**

In accordance with the 2015 Special Educational Needs Code of Practice 2015, children have a special educational need if they:

'Have a learning difficulty or disability which calls for special educational provision to be made for him/her.'

A child of compulsory school age or a young person has a difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA.

The new Code of Practice 2015 recognises that there are four specific areas of Special Educational needs these being:

### **Communication and Interaction (CI):**

"Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives"

### **Cognition and Learning (CL):**

"Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas

of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment"

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health issues (SEMH):**

"Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder"

### **Sensory and Physical needs (SP):**

"Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers."

At St. Luke's Catholic Primary School, we believe that Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are. We ensure that children are not identified as having a learning difficulty solely because English is an additional language (EAL). In keeping with the equal opportunities guidance, we ensure that our children are not disadvantaged due to their race, gender, faith or socio-economic background. (Please refer to our Equality policy for further information.)

## **SECTION 1 - THE TELFORD AND WREKIN LOCAL OFFER AND SEN FUNDING**

The Children and Families Act 2014 requires that the local authority to publish and keep under review information about services that they expect to be available for children and young people with Special education needs aged 0-25. This is known with Telford and Wrekin as the 'Local Offer.' The link to Telford and Wrekin's local offer can be found here: [www.telfordsend.gov.uk](http://www.telfordsend.gov.uk)

The purpose of the local offer is to:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

### **How is SEND funded within Telford and Wrekin?**

**Element 1 (Universal Level)** – Funding is provided on an individual basis per pupil for all children and young people accessing an educational establishment.

**Element 2 (Targeted level)** – Mainstream providers (schools/academies) are expected to contribute the first £6000 of additional educational support for children and young people with SEND from their notional SEN budget.

**Element 3 (Specialist or personalised funding)** – This refers to the High Needs Block or otherwise known as 'Top up funding'. This funding is provided by the local authority in addition to Element 1 and 2 funding.

## **SECTION 2 - What are the admission arrangements at St. Luke's Catholic Primary School for pupils with SEND?**

St. Luke's Catholic Primary School is a catholic primary school under the trusteeship of the Diocese of Shrewsbury. It is maintained by the Telford and Wrekin Local Authority. As a voluntary Aided School, the governing body is the admissions authority and is responsible for taking decisions on applications for admissions. The coordination of admissions arrangements is undertaken by the Local Authority.

St. Luke's Catholic Primary School welcomes **all** children to our school and endeavours to ensure appropriate provision is made to cater for all needs. This will mean that a child with Special Educational Needs or Disability is fully integrated into an age-

appropriate mainstream classroom unless it is decided, in conjunction with other professional agencies, that alternative provision is needed.

All children with Special Educational Needs play a full part in the daily life of the school and through access arrangements are encouraged to participate in all activities.

When children join St. Luke's Catholic Primary School, we liaise with parents/carers and previous settings to ensure a clear picture of the child's individual needs.

The admission arrangements for pupils with special educational needs without an Education Health Care plan (EHCP) are the same as for all pupils.

Where a pupil is in receipt of an EHCP, the local authority will endeavour to comply with parental wishes regarding school placements.

### **How does St. Luke's Catholic Primary School support a child when they are leaving or moving into a new class?**

Transition, whether it is to a new class or a new school, can be a difficult time and we endeavor to make sure that we ensure that this process is as smooth as possible.

#### **Transition to a new class:**

All teachers work closely together to prepare for transition from year to year.

Meetings are held to discuss pupils and information is passed on in advance of the new academic year beginning.

For pupils with SEND, Individual Provision Maps are shared with the new teachers so that new Individual Provision Maps can be written at the start of the new academic year. Some children with SEND may need transitional visits to their new classes and this is arranged during the summer term. Social stories may also be used to support transition for pupils with Autistic spectrum conditions (ASC) or particular anxiety. All pupils visit their new class for 2 days during the summer term where they can meet their new teacher and begin their transition journey.

Year 6 pupils are supported through their transition from primary to their chosen secondary school.

During the summer term, the pupils meet their new 'Year 7 head of year' and are given the opportunity to ask questions or raise concerns about their next step to secondary school.

Following this visit, the children attend their secondary transition days. This normally comprises of two days at the end of the summer term. Additional transition days can be arranged on request for pupils with SEN.

### **Transition to a new school**

If your child is transferring to a new school, we will contact the school's head teacher and/or SENCO to discuss your child's needs and any support that is currently in place. If your child is part of the Early Help process, the new school will be invited to attend the meetings to ensure that any information is transferred during this time and you, as parents, can meet the new SENCO/Head teacher who will be responsible for your child's needs. Any paperwork including IPMs, external agency reports will be transferred to the new school.

## **SECTION 3 - IDENTIFICATION OF SEND AND THE GRADUATED RESPONSE**

### **How will the school let me know if they have any concerns about my child's learning?**

Initial concerns about your child's learning will be raised by the class teacher and will be discussed with the SENCO. The Senior Leadership Team will discuss specific concerns at pupil progress meetings which take place termly.

The SENCO will arrange a meeting with you to discuss the concerns and any targets, actions or interventions which will take place. You will be fully involved in any planning which is needed and will have an opportunity to discuss any of your own concerns. Referrals to outside agencies may be discussed to support your child's learning.

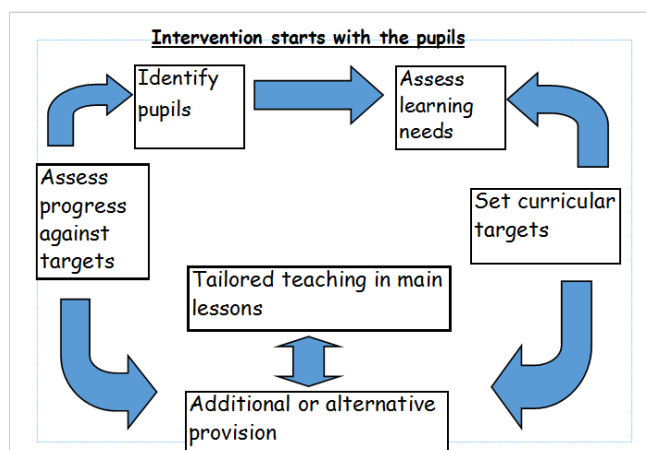
### **How do we identify individual special educational learning needs?**

SEN Code of Practice 6: 44

"Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people."

## What does the Assess, Plan, Do, Review look like at St. Luke's Catholic Primary School?

SEN Code of Practice 6.7 explains that: 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.' Where pupils are deemed to not be meeting age related expectation the assess, plan, do, review process will be implanted in consultation with parents.



### Assess

- a child's needs are assessed through Quality First Teaching, class assessments and external agency assessments.
- concerns voiced by parents, will be discussed and assessments will take place accordingly.
- if other outside agencies are already involved with the child, their assessment will support intervention and inform the planning phase.

### Plan

SEN Code of Conduct 6.48 explains: "Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above."

- Once needs have been identified and Individual Provision Map (IPM) will be written by the class teacher, in conjunction with the SENCO. Parents will always be consulted about pupil targets and plans will be adjusted accordingly.
- Individual Provision Maps (IPM) are written and reviewed on a termly basis.
- SENCO will timetable interventions across school to ensure that provision is in place

### Do

- The class teacher is responsible for working with all pupils with identified SEND needs on a daily basis. Where 1:1 or small group intervention takes place with a teaching assistant or specialist staff, the class teacher will continue to monitor the effectiveness and impact of support



- Interventions used will be focused, measurable and aim to diminish the difference between pupil and their peers.

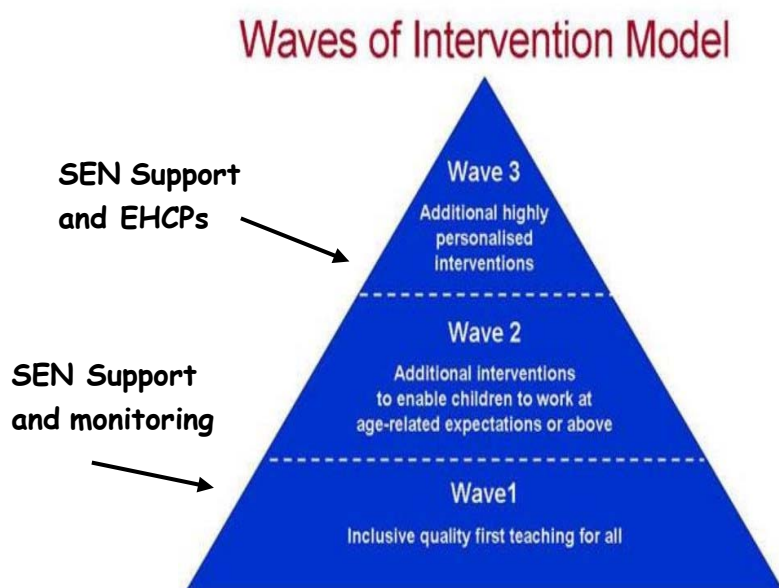
### Review

- The effectiveness of intervention support and impact on pupil progress is reviewed weekly through the intervention evaluation process. The teaching assistant, class teacher or specialist teacher discusses the impact of intervention with the SENCO.
- Class teachers review pupil IPMs termly in conjunction with parents and new targets are identified and discussed. Parents are given clear information about the impact of support enabling them to be involved in planning the next steps for their child.
- Where a pupil has an Education, Health and care plan (EHCP), the school and local authority must review the plan annually. A meeting is held between school, parents and any agencies involved to discuss the short- and long-term outcomes for the child and review the impact of provision and intervention over the past twelve months. New short-term targets are discussed and put into place.

### How do we support your child with SEND in our school?

In accordance with the SEND Code of Practice 2015, we use a graduated response to identify and determine the support each individual child requires.

We adopt a three-tiered approach to classify special educational needs which are different from everyday classroom provision.



**Wave 1** is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing adaptations to pedagogy and creating an inclusive learning environment.

**Wave 2** outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

**Wave 3** is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

We believe that all pupils learn best within their age-appropriate classroom environment alongside their peers. We encourage pupils to work independently where possible and are provided with the scaffolding and provision appropriate for their identified needs.

All pupils are taught by their class teacher and teaching assistant support is allocated according to the level of need required across the school.

## **SECTION 4: INTERVENTION SUPPORT, RESOURCES AND CPD TRAINING**

### **How do we support pupils with SEND at St. Luke's Catholic Primary School?**

#### **Intervention Group Support**

Once your child has been identified as having a Special Educational Need or Disability, an Individual Provision Map will be written, and it may be decided that they need some additional support; this is called an Intervention group.

Intervention comprises of very specific and targeted activities aimed at supporting the child's difficulties and helping them to make progress from their initial baseline.

Targeted intervention can be across a range of SEN need including accessing additional guided teacher support for cognition and learning needs, following speech and language activities and recommendations where there are communication and interaction difficulties or attending specialised groups such as 'Cool kids' for physical and sensory challenges.

There may be times when external agencies will come into school to run a specific intervention group for a significantly smaller group or on a 1:1 basis. These agencies may include:

- Speech and Language therapist (SALT)
- Occupational Therapist (OT)
- Educational Psychologist (EP)
- Sensory Impairment Service (sight/hearing impairment)
- Behaviour support team (BST)
- ASD outreach
- Build to Express Lego Therapy
- Strengthening Families/Early Help and Support team

Before an intervention takes place, parents will be called to a meeting by either the external agency or by the school and everyone will work in collaboration to discuss the best way forward to meet your child's needs. If the school wishes to involve external agencies e.g. speech and language, Behaviour Support Team in order to support you

child, your permission will be sought beforehand and the school will keep you informed of any meetings you may need to attend.

External agencies will provide specialist professional support and will make recommendations to the school on how to make changes in order to best meet the needs of your child. The professional can provide resources, training and strategies and will aim to overcome any barriers which are hindering your child's progress.

At St. Luke's Catholic Primary School, we currently provide the following intervention activities:

- Read, Write, Inc phonics programme - this can also be completed on a 1:1 basis.
- Cool Kids
- Speech and Language programmes
- Lego Build to Express
- Write from the Start handwriting programme.
- Transition Intervention
- Literacy/Maths booster groups
- Max's Marvellous Maths
- Circle of friends
- Fine Motor control intervention provided by the occupational therapy service.
- Emotional Literacy Support Programme (ELSA)
- IDL literacy
- Hornet Literacy/Word Wasp spelling programme.
- Toe by Toe
- Power of 1 and Power of 2 Maths programme.
- Teach Your Monster to Read.
- T&W Literacy pathway programme

### **Individual support for a child with SEND**

Specific targeted support will be provided for your child if your child has an Education, Health and care Plan. This means that your child has been identified by the class teacher, SENCO, Head of school or external agencies as needing a high level of support (more than 15 hours per week) and funding is received by the school to provide specific provision and specialist support to support your child. Targeted support may include 1:1 support if deemed appropriate.

If you feel that your child's needs require a high level of support from school, external agencies and at home, you should discuss your concern with the SENCO and the school or you can request that the Local Authority carry out a statutory assessment of your child's needs. For more information about statutory assessment, speak to the SENCO who can guide you through the process.

### **What training is provided for teachers and support staff who work alongside pupils with SEND?**

The importance of regular up to date training is essential in supporting pupils with SEND. At St. Luke's Catholic Primary School, we aim to provide regular training for all members of staff to ensure that they feel confident when supporting pupils.

Our team has received training on:

- Speech, language and communication needs
- ELKLAN (speech and language programme)
- Early language support for every child (ELSEC)
- Good Autism Practice through the AET (Autism Education Trust)
- Positive behaviour management strategies
- Managing Actual or Potential Aggression (MAPA) training
- Precision teaching training
- Mindfulness training
- Beating anxiety training
- Emotional Literacy Support Assistant (ELSA) training including the following areas (Emotional literacy in schools and raising emotional awareness; Self-esteem/active listening and communication skills; Anger management and working therapeutically; Autism Spectrum Conditions; social narratives; social skills; Friendship skills/writing therapeutic stories; Bereavement and loss & programme planning)
- Cool Kids
- Lego Build to Express
- Supporting pupils with hearing impairment
- Dyslexia Training
- Emotion coaching.
- Calm Brain to support pupil emotional development and coordination.
- Sleep Champion training.
- First Aid
- Administering medication
- Asthma training
- Manual handling training.
- Colourful semantics
- Writing social stories
- Targeted spelling intervention - Horner Literacy
- Working with children with specific literacy difficulties.
- T&W Literacy pathway programme
- Supporting pupils through Widgits

We continue to ensure through Continued Professional Development, that teachers and support staff attend regular training for SEND.

## **SECTION 5: RECORD KEEPING**

The SENCO is responsible for maintaining detailed and up to date records of all matters relating to SEND within the school. These are kept in a locked SEND cabinet. The information may include:

- SEN register of pupils
- Early Help referral information
- Education Health and Care Plans
- Records of external agency contacts/reviews/reports
- Pupil Individual Provision maps and reviews.
- Pupil progress data.
- Liaison meeting records

SEN documents are stored in line with the school's policy on information management (this includes details on how long to store documents, when they should be destroyed, what should be kept and where).

## **SECTION 6 - WORKING WITH PARENTS/CARERS**

### **How do we work in Partnership with Parents at St. Luke's Catholic Primary School?**

*"Positive attitudes to parents, user-friendly information and procedures plus awareness of support needs are important."*  
(Code of Practice 2015)

At St. Luke's Catholic primary school, we put parental voice at the heart of our school, and we recognise that it is important to develop outstanding communication.

St. Luke's Catholic primary school provides many opportunities to discuss the concerns, progress and achievements of all pupils. Twice annually, parents are invited to attend parent consultation meetings and there is an opportunity to meet with the SENCO in addition to the class teachers if you have any queries regarding your child's SEND provision, the school's policy and practice or you are looking for advice and support.

The class teachers', SENCO, Teacher in Charge and SEND Governor are happy to meet in an informal capacity at an agreed time to discuss your child's needs. Any appointments should be arranged at the school office.

As part of a child's SEND provision, external agency involvement may be required. St. Luke's Catholic Primary School works in partnership with the parents to ensure that you are fully involved in all processes and assessments and feel supported.

St. Luke's Catholic Primary School works in conjunction with the SEND Information Advice Support Service (SENDIASS - this was previously titled 'Parent Partnership') who can support families of pupils with SEND to ensure that they are involved in their child's provision, can voice their views and provide information, guidance and support about SEND processes.

<https://www.telfordsendiass.org.uk/>

### **Telford and Wrekin SEND Local offer**

As a parent of a child with SEND, there are many services which you can access. Telford and Wrekin aims to provide information on what services you can expect from local Agencies including education, health and social care.

<https://www.telfordsend.org.uk/site/index.php>

## **SECTION 7 - WORKING WITH EXTERNAL AGENCIES AND PROFESSIONALS**

### **Who are the external agencies that support pupils' with SEND at St. Luke's Catholic Primary School?**

The school can access a range of external services to help support your child's individual needs. These include:

#### **Funded by the school:**

- Learning support Advisory teacher (LSAT)
- Educational Psychology Service (EP)
- Behaviour support Team (BST)

#### **Funded by the Local Authority:**

- Sensory impairment Service for children with visual or hearing impairment.
- Speech and Language therapy
- Occupational Therapy
- Early Intervention Family support services
- Bee U service (Formally CAMHS)
- Physiotherapy
- School Nurse

## **SECTION 8 - MONITORING AND EVALUATING SEND**

### **How does the school monitor the progress of all pupils' including pupils with SEND?**

Teaching staff monitor **all** children's progress on a daily, weekly, half termly and termly basis using the school's assessment and progress trackers.

This is done through a variety of means including: observation, assessment activities, testing, marking and reviewing.

Every half term, your child will be assessed in reading, writing and maths. This data is reviewed formally at pupil progress meetings and discussed with the SLT.

Within the Early Years Foundation Stage, teachers use evidence gathered through observation over time to make judgements of the pupils' attainment and progress.

For pupils with SEN, progress is monitored in the same way as other pupils. The expectation for SEN pupils is that they will make the same level of progress as their peers, and it is the school's responsibility to ensure that appropriate high-quality teaching, adaptation to pedagogy and targeted intervention is in place to enable pupils to achieve this.

Where pupils in Year 1 and above with SEN are working below national curriculum age-related expectations, they are assessed using Telford and Wrekin 'STEP progression tool' This is an assessment tool which allows pupils progress to be seen in smaller steps and aids the class teachers planning and writing of IPM.

In Year 6, the children are formally assessed through the implementation of Standard Assessment Tests (SATs). The children's results are published nationally by the government. For SEND pupils working significantly below their age-related expectation in KS2, they may be exempt from the SATs and school assessments will be used to monitor progress. The decision to exempt pupils from SATs is made by the senior leaders, working in conjunction with parents.

Where there is concern about your child's progress, the SLT, SENCO and class teacher will monitor your child more closely and ensure that IPM's written are tailored correctly and that any intervention required is being delivered successfully.

At the end of an academic year, you will receive a written annual report about your child and their progress. The report will also be discussed with your child's next class teacher as part of the transition meetings.

## Who are the professionals within the school and what are their responsibilities?

### Class teachers:

The **class teacher** is involved in the day-to-day teaching, learning and assessment of your child. They are responsible for:

- Ensuring that your child receives outstanding quality first teaching, and that the curriculum is adapted appropriately for your child's individual needs. (This is called differentiation)
- Writing Individual provision maps (IPM) for your child with clear, attainable targets. The IPM's will be reviewed and shared with you at the beginning of every term throughout the academic year.
- Assessing your child's progress regularly against their IPM targets and progress trackers. The class teacher will work alongside the SLT and Head teacher to ensure that your child is making expected/good progress and adapt provision if necessary.
- Providing quality intervention programmes which are tailored to your child's individual needs and ensure that they are monitored, adapted and reviewed regularly.
- Ensuring that the school's SEND policy is followed within their classroom for all pupils with SEND.

### The Special Educational Needs Coordinator (SENCO)

**The Special Educational Needs Coordinator (SENCO) at St. Luke's Catholic Primary School is Miss Louise Russell and she is responsible for:**

- Ensuring that all pupils with SEND are identified and their individual needs are being successfully met by the class teacher and other individuals who may be working alongside your child.
- The SENCO will keep a SEND register to inform everyone within the school of the individual/specific needs of pupils with SEND.
- The SENCO will monitor the progress of all pupils with SEND to ensure that they are making progress and that their IPM targets are being successfully achieved and new targets are being set by the class teachers on a termly basis.
- Providing specific SEN training for all teachers and support staff to ensure that they are aware of new intervention programmes and can support your child to reach their potential.
- Working alongside parents to ensure that they can voice their worries and are an integral part of their children's learning and progress at SS. Peter and Paul Catholic primary school. The SENCO will ensure that parents are aware of external agencies and will liaise when necessary with agencies including LSAT,



Speech and language Therapy, Occupational Therapy, Hearing Impairment, Educational Psychology, Behaviour Support Team.

- Working with families who are in need of additional agency support through the Early Help process and will facilitate Multi-agency meetings to ensure that the right intervention is requested and provided to support the family and the child's specific needs.

### **Head Teacher and Deputy Head Teacher**

Although the **Headteacher (Miss Louise Evans) and Deputy Head Teacher (Mrs Francesca Rovizzi)** will not be working alongside your child on a day-to-day basis, they are responsible for ensuring that the class teacher and the SENCO are providing the correct support for your child so that their individual needs are being catered for.

The head teacher will also monitor the progress of all children including those with SEND and will discuss the successes or concerns with the class teacher, SENCO, Governors and the parents.

The head teacher has a responsibility to make sure that the Governors of the school are informed of any issues surrounding SEND within school.

### **HLTA/Teaching Assistants**

St. Luke's Catholic Primary School has 9 teaching assistants within the school (1 Higher Level Teaching Assistant (HLTAs) and 8 teaching assistants) the teaching assistants are responsible for:

- Working under the direction of the class teacher/SENCO to support children with SEND.
- Implementation of IPMs and group targets through specified intervention.
- Monitoring the progress against IPMs and assessing pupils progress within their intervention groups.
- Discussing progress of SEND pupils with the SENCO, class teachers and pupils.
- Supporting pupils on a 1:1 basis where there is an EHCP or Statement.

### **The SEND Governor**

At St. Luke's Catholic Primary School, we have one SEND Governor who works alongside the SENCO/Head of school to ensure that provision for pupils with SEND are appropriate and are in place. The governors oversee:

- Making sure that the SEN policy and SEN Information report is up to date, that the school's offer is accurate and readily available for parents.

- Making sure that the school has appropriate provision in place for pupils with SEND.
- Meeting regularly with the SENCO to discuss the SEND provision within the school and reviewing the impact of SEN provision on pupils' progress and achievement.

## **SECTION 9 - THE WIDER CURRICULUM OFFER FOR SEND**

At St. Luke's, we provide a rich, meaningful and motivating curriculum with many links to real life. Our aim is to develop your child into an independent and lifelong learner. The teaching in the school is based on the needs of the child; to ensure that the learning and development of any child meets their individual needs.

First and foremost, the individual pupil is at the heart of everything we do, taking into account background, SEND, ability and is based on the Gospel Values.

The rationale for our curriculum:

- To ensure there are chances in most subjects to develop writing.
- To ensure the curriculum is creative.
- To include topics that will inspire pupils.
- To set pupils work that challenges them at their level to develop as analytical problem solvers and critical thinkers.
- To ensure that pupils have experiences beyond their normal range to allow them to have new experiences and develop life skills.
- To allow children to learn about themselves as learners—to persevere and succeed, developing independence.

At St. Luke's, we use the Cornerstones curriculum as a basis for topic work. We have customised Cornerstones to meet the needs of all groups of learners and provide a broad, rich, deep curriculum.

The Cornerstones model is broken into four key sections: Engage; develop, innovate and express. Within each section, pupils are given opportunities to engage in first hand experiences; overcome barriers to learning; learn, practise and embed skills; apply knowledge to real-life contexts/situations; be inspired and create and share their knowledge, understanding and new skills.

### **How are pupils with SEND supported during break times and Lunch times?**

Children in Reception have their break and lunchtimes on the Early Years Foundation stage playground where they can access a variety of equipment and play games. There are two teachers on duty at break time and two lunchtime supervisors on duty at lunchtime.

Children in Y1-Y6 access the large 'KS2' playground at break and lunchtimes. They are provided with a variety of equipment and can play larger games such as football and basketball.

There are three lunchtime supervisors on the large playground, and they encourage pupils to play games and access equipment provided.

On the KS2 playground, there is a large wooden hut positioned on the field for pupils to access if they want some 'quiet' time. The children can take reading books or quiet games into this area.

## **SECTION 10 - SEND PUPIL VOICE**

### **How does St. Luke's Catholic Primary School encourage pupil voice?**

We strongly value the contributions and opinions of our parents and alongside this; we recognise that the opinions of our children is also important. We aim to provide our pupils with opportunities to voice their feelings, concerns and opinions about a range of subjects across the school year; this also includes opportunities to talk about their SEND needs, provision and progress with the SENCO.

This is done through the school council who meet regularly to discuss aspects of school life and have been involved in our school policy writing during the past year. Pupils are also encouraged to participate in the children's safeguarding board.

## **SECTION 11 - ACCESSIBILITY**

### **What arrangements have been made to ensure there is accessibility for pupils with SEND?**

In 2010, the Equality Act stated that schools were responsible in making reasonable adjustments to ensure that pupils with a disability were not disadvantaged as a result of provision, criterion or practice.

The Equality Act 2010 stated that there were three elements to the reasonable adjustment duty which were related to:

- Provisions, criteria and practices.
- Auxiliary aids and services
- Physical features.

St. Luke's Catholic Primary school supports inclusive access for all pupils. The school is on one level and is accessible by wheelchair users via ramps at the front entrance, through the school hall and on the Early Years Foundation Stage playground.

There is a disabled toilet and we have designated disabled parking areas. All of our equipment is risk assessed annually.

Within the classroom, teachers ensure that the layout of their rooms accommodates pupils with physical difficulties.

Some children may need support in accessing the curriculum through the use of auxiliary aids. St. Luke's catholic Primary school can provide:

- Sloping boards/writing slopes
- Pencil grips and a range of writing pens, pencils, scissors.
- Fidget toys
- ICT equipment e.g. Ipad to support writing or Microsoft word dictate to support writing.
- Varied coloured paper and overlays.
- Reading trackers
- Air stability wobble cushions.
- Partition boards to promote independent working.

It is our intention to continue to make adjustments to the school building in line with the current legislation.

## **SECTION 12 - THE COMPLAINTS PROCEDURE**

### **What can I do if I am unhappy about my child's education at St. Luke's Catholic Primary School?**

The children's education is at the heart of our school, and we aim to teach, support and guide the children to the best of our ability.

There may be times when you have a concern about your child's SEND provision or the support they are receiving. Any concerns should be addressed as followed:

1. Discussion with the class teacher or SENCO.
2. Appointment and discussion with the Deputy head or head teacher.
3. Follow the school's complaints policy which can be found on the school's website.

### **Policy Review and Self Evaluation**

The impact and effectiveness of our SEN practice and provision will be reviewed annually.

This will be led by the SENCO and undertaken in conjunction with the Head teacher, SEND governor and parents where possible.

The agenda will focus on:

- SEN register and any amendments.
- SEND pupil progress.
- Effectiveness of provision mapping and impact upon pupil progress.

- Delivery, effectiveness and impact of intervention programmes.
- Record keeping.
- Resources and allocation of budget.
- Organisation of teaching team and timetabling.
- External agency provision and outcomes.
- Professional CPD opportunities.
- Early Help procedures.
- School Offer

**This SEND Information report was written by Miss Louise Russell (SENCO) and is reviewed by the governing body annually.**

**Reviewed September 2025**

*L Russell*

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