St Luke's
Primary School

SEND Information Report

St Luke's CE (Aided) Primary School

St Luke's Church of England Aided Primary School exists to provide education with a caring and Christian ethos. We aim to support parents and families by providing a safe and stimulating learning environment in which all children are welcomed, respected and encouraged to fulfil their potential.

Our motto for all children is **Aspire, Believe, Achieve**

This document outlines how we intend to support children with Special Educational Needs and Disabilities. We will continually update our offer to ensure that we meet the requirements of our individual children and changes in the curriculum. This document takes into account the 'Wolverhampton Local Offer' (available at http://www.wolverhampton.gov.uk/send/education)

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Our School Vision

St Luke's Church of England (Aided) Primary School will be a popular school, where staff, governors, parents and children work together to achieve high academic and social standards.

Provisions will be made for any pupils regardless of their needs in order for them to access the full curriculum.

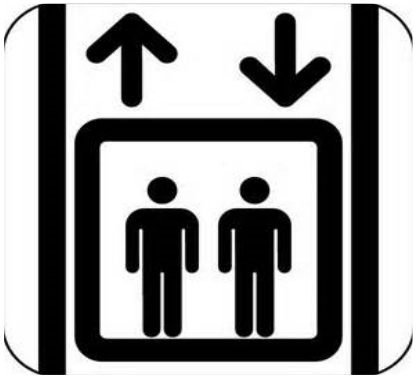
These include mild/moderate learning difficulties, physical difficulties, hearing impairment, behaviour, dyslexia and dyspraxia.

SEND provision

Disability Accessibility Scheme

Our school is fully accessible to children with a range of disabilities.

Shower room



Lift

Play Equipment

Sensory garden

Accessibility

- Our school was built in 2009, therefore complies with School Disability Arrangements.
- Most of our classroom are at ground level and can be accessed through external doors from the playground. Our KS2b classrooms are upstairs and can be accessed via a lift.
- There are ramps/paths in the outdoor areas to enable pupils to access the majority of the school grounds.

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Policies

Schools Behaviour and Discipline Policy

Special Educational Needs and Disability Policy

Curriculum Policy

Accessibility Plan

Equalities Policy

Safeguarding Policy

Click on policy required to open

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Contacts

All staff can be contacted on the school number:

01902 556434

SENCO: Mrs C Bannister

ASSISTANT SENCO: Mrs V Bryan

HSCLO: Mrs R Samuels

Attendance Officer: Mrs H Garcha

Contacts

SEND Governor: Mrs A Hopkins and Mrs Lisa Miller

SEND Support: Mrs S Glynn

Leading Pastoral Support Worker: Mrs J Townsend

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Links with Parents/Carers

- Class teachers are available to parents/carers on a daily basis, both at the beginning and end of the school day. Appointments for further discussion will be made if needed.
- Parents/carers evenings are held on a termly basis.
- Formal meetings take place on a termly basis to discuss targets, reviews and additional support.
- Informal meetings for parents/carers of pupils with SEND to update on any changes in provision, to discuss strategies and activities to support their child at home with their targets and to voice any concerns they may have.
- School evaluation forms are sent out on a yearly basis and any issues or suggestions made by parents/carers feed into the School Improvement Plan for the following year.

Links with Parents/Carers

- Reading books are sent home weekly and parents/carers are encouraged to make comments about their child. Learn at home projects are set on a termly basis, with a wide range of suggestions to support all areas of the curriculum. On-line activities are available on Education City, Purple Mash, Bug Club and Times Table Rock Stars, pupils are given their own passwords.
- Throughout the year we offer a range of workshops for parent/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home.
- There are a range of parent classes available throughout the year including the Nurturing Programme, Triple P, Family Learning: Wiggle & Giggle, Story Time and Let's Get Creative, Talking Tots, Healthy Eating, First Aid, Baby Massage and Stay 'n Play. Several of these courses are run with links to the Sunbeam Children's Centre and MASH

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Involving your Child

- Each year group elect two members to represent them on the School Council. Meetings are held on a weekly basis to discuss suggestions, concerns and successes that have been raised through the week.

- All pupils on the SEND register are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support. They are then asked to sign their Individual targets or additional support sheet in response to this.

- Regular opportunities are made for discussions about PSHE topics. Pupils have the opportunity to request/be involved in planning topics to be discussed, as well as issues that have arisen through the week. Pupils also enjoy 'show and tell' during these periods whereby they share/show a piece of work or a possession with their peers.

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Assessment

- All children starting our school, whatever their age, will receive a home visit whereby information from parents can be shared regarding their child's needs and education.

- All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Pupils whose language is not English will have a first language assessment.

- Children who join us from other schools are supported using information obtained from previous school. We then use this information to ensure they are placed in appropriate groups.

- If assessments show that a child may have a learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required their child will be placed on the Special Educational Needs (SEND) register and extra provision is provided.

- If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or a translator will be provided by the school.

Assessment

- All pupils in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils work and responses.

- From years 1 to 6 all pupils are assessed in reading, writing, speaking and listening, mathematics and science on a termly basis. This is an on-going process using age-related expectation to indicate the achievement of pupils in lessons. If a pupil is not making expected levels of progress or have become 'stuck' at a level for some time, extra support will be provided through intervention sessions.

- In year one a formal assessment of pupils phonic ability is made and any pupils not achieving expected levels are re-tested in year 2.

- In addition, pupils with SEND are assessed against their Individual targets. Targets are reviewed and set on a termly basis and break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis. All pupils on the SEND register receive support for their areas of need.

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Regular Reviews

- Staff are familiar with the needs of all pupils in their class or group and are involved in teaching pupils to enable them to achieve their targets. When a pupil can do this independently on a number of occasions a new target is set.

- All targets are reviewed on a termly basis and are shared with parents/carers.

- During the review session with parents/carers, teachers will give a copy of their new targets and will outline strategies to support their child and will give suggestions of extra activities they can do at home.

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Support during transitions

- Transition meetings are held in the Autumn Term of year 6 to inform parents/carers of Secondary School Provision. SEND pupils with a Health and Education Plan will discuss the options of Secondary School at their Annual review which is held during the Summer term of year 5.

- Visits to prospective new schools are arranged with the HSCLO.

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Supporting your Child

- The school employ teaching assistants to support children with SEND.
- Pupils specific areas of need are supported through interventions.
- All interventions planned and delivered across the school are recorded on a 'Provision Map'. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to the 'Provision Map'. Parents are informed of interventions their child is receiving via a letter outlining the support or, if the child is on SEND register, through an additional support record.
- Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the SENCO or the Home School Community liaison officer who will then make appropriate referrals or organise appropriate support.
- In addition to support given by staff, we encourage peer support e.g. play leaders, buddying systems, worry boxes in every classroom, family groups across the school.

Levels of Support

There are different levels of support, which are classed as Waves.

Wave 1 is support within the classroom and is the same support available to all children, regardless of whether they have a special need. This includes differentiation of activities in everyday lessons and support from teaching assistants. It also includes adaptions made to the physical organisation of the classroom to support pupils' needs.

Wave 2 is specific, additional support, which is provided to some children with SEND. These may be small group or 1:1 interventions in which children with SEND can work on specific targets. These may not be curriculum based.

Wave 3 is access to small group teaching for English and Maths and personalised 1:1 intervention programmes. It includes personal provision sought from outside agencies and the use of specialist equipment where deemed necessary.

Supporting your Child with **Communication and Interaction**

Pupils with speech, language and communication needs are supported through small group interventions, 1:1 support and external agencies.

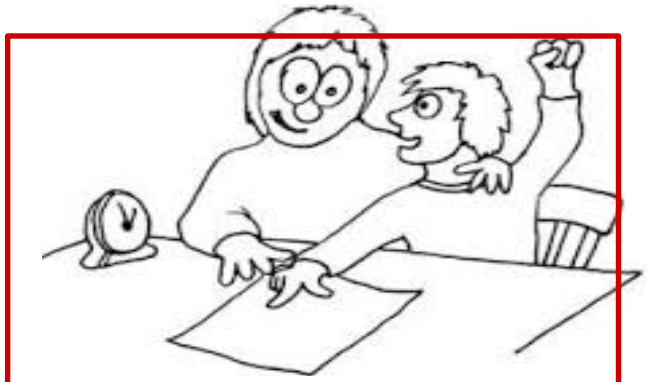
- Pupils have a Personal Profile to inform staff of teaching strategies which can be used to support them. All staff can access Personal Profiles and Target sheets via our secure area.
- Students have access to visual aids to support their learning.
- Tasks are differentiated by the Class Teacher or Teaching Assistant.
- Social interaction is encouraged through partner and group work.
- Children have access to professionals such as the Educational Psychologist and Speech and Language Therapist, where appropriate.
- Small group interventions used to target social communication skills.
- Staff have access to training which focus on this area of need.

Supporting your Child with **Cognition and Learning**

Pupils with learning difficulties are supported through small group interventions, 1:1 support and external agencies.

- Pupils have a Personal Profile to inform staff of teaching strategies which can be used to support them. All staff can access Personal Profiles and Target sheets via our secure area.
- Staff will use multi-sensory teaching where appropriate.
- Support from external professions such as the Educational Psychologist is used where appropriate.
- Access arrangements are implemented where appropriate and following exam board criteria.
- Students have access to specialist equipment to support their learning.
- Staff have access to training which focus on this area of need.

Cognition and Learning Interventions



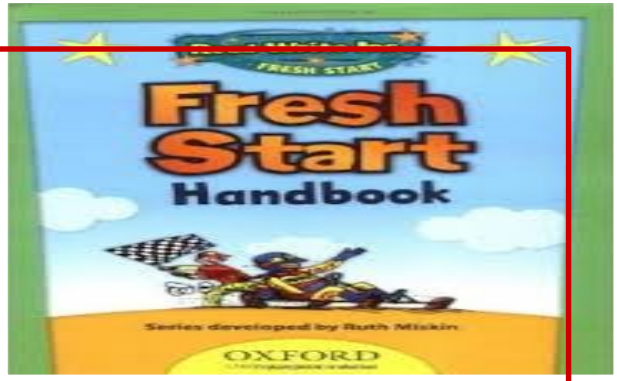
Precision Teaching

Numicon

RAPID Reading, Writing and Maths

Cognition and Learning Interventions

Lexia Reading Programme



Fresh Start

RWI Hot Seating

Supporting your Child with
Social, Mental and Emotional Health

Pupils with social, mental and emotional health needs are supported in small groups, 1:1 sessions and by external agencies.

- Pupils have a Personal Profile to inform staff of teaching strategies which can be used to support them. All staff can access Personal Profiles and Target sheets via our secure area.
- Use of Individual Behaviour Plans where appropriate to support behaviour change.
- An on-site Leading Pastoral Support Worker.
- Referrals to CAHMS, where appropriate.
- Support from external professions such as the Educational Psychologist, School Counsellor, where appropriate.
- Risk assessments put in place for those pupils deemed high risk and in liaison with external professionals.
- Staff have access to training which focus on this area of need.

Supporting your Child with **Sensory and/or Physical needs**

Pupils with sensory and/or physical needs are supported in small groups, 1:1 sessions and by external agencies.

- Pupils have a Personal Profile to inform staff of teaching strategies which can be used to support them. All staff can access Personal Profiles and Target sheets via our secure area.
- Pupils have access to the school site and are included in afterschool activities and school trips.
- Teaching staff adapt resources to support pupils.
- Access arrangements are implemented following exam, board criteria.
- Accessibility plans and Equality Policy are reviewed regularly.
- Risk assessments completed where necessary to ensure pupil safety on site.
- Manual Handling training is completed by identified members of staff.
- Advice from external specialists is sought and implemented.
- Staff have access to training which focus on this area of need.

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Curriculum

- The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEND are made as required.

- Trips out or visitors in are organised termly and link with the year group topic. All pupils are expected to attend and additional support is organised if needed.

- Pupils with SEND have full access to the after school clubs on offer and parents/carers need to specify which clubs their child would like to attend at the beginning of each term.

- See also Equal Opportunities Policy.

Curriculum

- Reading and Maths lessons are taught in ability groups across the Key Stage and enable staff to direct their teaching to a specific level and need.

- All other areas of the curriculum are taught within the year group and differentiated appropriately.

- A copy of the Curriculum Policy is available on the school website.

- For more information regarding the curriculum please visit the school website: http://www.stlukesprimary.co.uk/

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Staff Training

All Staff

- SENCO keeps updated on a regular basis through Network meetings and training. This information is then shared/ delivered to all staff during Staff Meetings.
- All new members of staff receive in-house training with regards to SEND Policy and procedures.
- Dyslexia Training: All staff
- Nonviolent Crisis Intervention: All staff
- Enhancing Concentration and Attention in young individuals: Teaching staff
- Precision Teaching
- ASD Awareness Training

Specialist training

- The National Award for SEN Co-ordination: Mrs V Bryan
- Cool Kids Training: Mrs S Parkes, Mrs S Glynn, Mrs C Bannister
- Cool Characters Training: Mrs S Glynn, Mrs C Bannister
- ELKLAN training under 5's (Speech and Language): Mrs S Parkes, Mrs V Bryan, Mrs S Glynn and Miss K Lewis
- ELKLAN training (2 day overview): Mrs C Bannister, Mrs S Kumar
- Building Resilience in Children and Young People: Mrs R Samuels
- Colour Semantics: All Teaching Assistants
- Moving and Handling training: Mrs L Kirk, Mrs S Glynn and Mrs S Lewis

Staff Training

Specialist training continued

- Catheterisation – Mrs S Glynn, Mrs C Evans, Mrs S Lewis and Mrs T Alexander
- Supporting Behaviour and Emotional Wellbeing in Schools – Mrs C Bannister, Mrs V Bryan and Mrs J Woodstock
- Managing Anxiety – Mrs E Parkes and Mrs S Holyhead
- MAKATON – Miss S Watkins and Miss K Lewis
- Sensory Snacks – Mrs V Bryan, Mrs C Bannister, Mrs H Reynolds, Mrs T Alexander and Mrs L Waltho

Additional Staff Training

Medical and Personal Care

- Training is delivered with regards to asthma, diabetes and any other medical needs related to the pupils in the school.
- Many of our staff have received Paediatric First Aid Training.
- Pupils requirements with regards to medical care are kept in the first aid box in each classroom so that it is accessible when needed. Parents/carers are required to fill out a medical consent form for any medication needed during the school day. Pupils with long term medical needs are listed in the First Aid room and a designated member(s) of staff identified. Any medication given is recorded.
- Support staff will support pupils in the event of 'personal accident' e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day. or by phone call if required.

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Other bodies

- Speech and Language Therapy Service
- Early Years team
- Occupational Therapy: Gem Centre
- Visual Impairment Team
- Auditory Impairment

Inclusion Team

- Manager: Rob Hart
- Educational Psychologist: Natalie Dobbie
- Specialist Teacher: Susy Belfort

Specialist Intensive Support Team

- Manager: Rachel King
- Behaviour & Attendance Officer: Yvette Williams
- Behaviour & Attendance Officer: Joshua Baker

Area 3 Strengthening Families Team

- Manager: Helena Webb
- Delivery Manager: Paula Handley and Tess Evans
- Senior Social Work Manager: Lisa Whelan

Other

- Wolverhampton Information Advice and Support Service
- B2A: Counselling, Mentoring, Team Building, Art therapy.

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