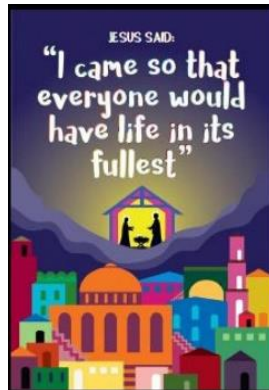




## St. Luke's CE Primary School

Where children *flourish*, are *happy* and *succeed*. Living their life to the full.  
Believe and Achieve



Working together to be happy; to flourish; to succeed through our Christian Values of friendship, love, patience, forgiveness, trust and respect.

***"I have come that they may have life and have it to the full."***

***John 10:10***

### School SEND Information

School SENDCo responsible for managing the provision made at St. Luke's CE for children with SEN	Mrs Gail Cropper Deputy Head teacher and members of the SLT (SEND Code of Practice, 6:89)	
Financial Manager of LAC and PPG	Mrs Kim Farrall Head teacher	
Designated teacher with Specific Safeguarding Responsibility	Mrs Ann-Marie Shepherd Child Welfare Officer (Overall responsibility)	Mrs Kim Farrall – Head teacher Mrs Gail Cropper, Mrs Kate Spears-Corry – Deputy Head teachers

## **Special Educational Needs is defined as:**

- 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 him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of mainstream schools or mainstream post-16 institutions.

(SEND Code of Practice, 2014)

## **Disabled children and young people are defined as:**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

(SEND Code of Practice, 2014)

## **Values and Beliefs**

At St. Luke's CE Primary School we welcome everybody and want pupils to live life to the full. We work together to create a happy, welcoming environment where children can achieve their full potential and develop as confident young people, equipped for the next stage in their life. We make this a reality by providing equal opportunities for all groups of young people within our school family and through our core values of patience, trust, love, friendship, respect and forgiveness. This enables pupils to progress and achieve their full potential.

As a school we will aim to identify and assess pupils who may have special educational needs. Our school's SEND local offer document is available on our website and is designed to be read alongside this document to give a better understanding of SEND at St. Luke's. Our SEND provision allows pupils with a range of needs the opportunity to follow a curriculum that supports and guides them to maximise their potential.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning
- Sensory, Medical and Physical
- Communication and Interaction
- Social, Emotional and Mental Health

Special Educational Provision is that which is additional to or different from that which is made generally for the majority of children within the school and we ensure that we plan the curriculum to meet their individual needs.

We value our partnership with parents/carers and seek their views and contributions. It is the school's aim to involve parents fully in their child's education and where possible, involve the child in the decision-making process so that they are aware of what will happen as well.

## **Admissions**

In our school we aim to offer a high standard of education and choice to all our children, whatever their ability or needs. High expectations are set for all our children and we aim to achieve this through the removal of barriers to learning and participation. All children are members of our school community and we want them all to feel valued whatever their needs or abilities. As a school we appreciate that children learn in different ways and require different strategies and approaches to fully access the curriculum. All children acquire knowledge at different rates and provision is made for this.

## **Aims**

The aim of St. Luke's CE is to raise the aspirations of and expectations of all pupils with SEND, St. Luke's provides a focus on outcomes for children and young people and not just hours of provision/support.

## **Objectives**

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENDCO)
5. To provide support and advice for all staff working with special educational needs pupils.

## **Identification and a Graduated Response**

Within our school some children who join us have already been in early education and therefore have had their needs already assessed. When they join St. Luke's CE the children are assessed in Reception and a baseline score is ascertained. This gives the teacher a focus for the development of an appropriate curriculum for the children in their care.

Teacher assessments are completed on a half termly basis and discussed during Pupil Progress Meetings. If there is a concern about a child's progress arising out of this meeting or a concern raised at another point during the school year, further observation and assessments are undertaken and the child is discussed with the SENDCO. An initial concerns proforma is then completed and the child is monitored to ensure that interventions are put into place.

If there is a concern about a child and minimal progress is made, then further discussions will take place with parents and the class teacher. Once meetings have established that there is a further need, steps will be taken to place the child on SEND support. A record will be kept of the steps taken to support the child in an IEP (Individual Education Plan) and this will show teaching strategies used to support the child and the short term targets provided for the child. This will be reviewed on a termly basis to identify the next steps in the child's learning.

If it becomes necessary to seek support from outside agencies, the SENDCO and/or class teacher will consult parents and contact the relevant external support. This may lead to other strategies being used and trialled. External support services will also help to guide the writing of a new IEP for the child should this be necessary. If the child continues to demonstrate significant cause for concern, a request for Education, Health and Care plan will be made to the LEA. A range of written evidence about the child will support the request.

However, if the child makes progress, at any stage, the SEND register is flexible and they can be added or removed as their needs change throughout their school life.

## **Provision**

For children who require more intervention the class teacher and the SENDCO may create a provision map, which states how the child is going to be planned for and what support they will access above and beyond Quality First Teaching (QFT). This may also state which external agencies are involved with the child and any recommendations that they have suggested for the pupil. St Luke's follows all guidance contained in the SEND Code of Practice (2014).

The Code of Practice (2014) recognises that children's needs fit into four general categories:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

## **Supporting pupils and families**

At St Luke's we operate an 'open door' policy. The school strives to work closely with parents and carers to support all pupils, including those with Special Educational Needs. We encourage an active dialogue with parents to ensure an active partnership.

The school website contains our SEND Local Offer which is a statutory requirement (Regulation 51, Part 3, section 69 – 3a). This report informs people of the arrangements that are made for children with Special Educational Needs in our school and can be read alongside this policy. We have a named governor who takes a particular interest in special educational needs and they work closely with the school.

Rochdale Authority have a LA local offer (Regulation 53, Part 4) which can be accessed through the LA Special Education Needs Team on 01706 647474 or the council website. This will provide information for parents signposting support.

Arrangements are in place at St. Luke's for supporting children with medical conditions and the policy for this can be accessed via the school website. Here there is also a link to the management of asthma in schools policy, in line with Rochdale Borough Council and the Pennine Care NHS Trust.

## **Monitoring**

St. Luke's CE regularly monitor the quality of the provision that is offered to all pupils. The SLT and SENDCO track pupils with SEND to ensure that progress is being made, including:

- Pupil Progress meetings
- Classroom/group work observations

Monitoring allows the school to promote a continual improvement cycle for all children in their care.

## **Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this included a meeting with the SLT and SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO's regularly attend the LAs SENDCO network meetings in order to keep up to date with local and national updates in SEND.

## **Storing and Managing Information**

The storage of information for pupils with SEN is held in line with GDPR and our school policy on Information Management and Confidentiality. This policy includes information on how long to store documents, when they should be destroyed and what should be kept and where.

## **Reviewing the Policy**

The SEN policy will be reviewed on an annual basis.

## **Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. St Luke's CE has an Accessibility Plan available within school.

## **Dealing with complaints**

If parents/carers have a complaint or concern about the provision made for their child, their first point of contact is always the person responsible – this may be the class teacher or the SENDCO. If parents are still not satisfied that their concern has been addressed speak to the Headteacher, then ask for the school governors representative.

If they do not feel the issues have been resolved, liaison with advisors from the Local Authority Special Needs Team should be made. If the concern is with the local authority, a similar path should be followed. The person who will log and track your complaint is: Miss Hayley Matthews.

**Date:** September 2023

