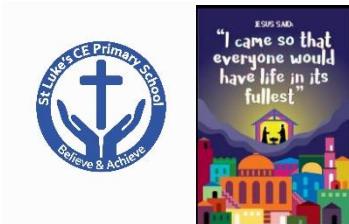




Special Educational Needs and Disabilities - Our Local Offer 2023-2024  
St Luke's Christian ethos underpins all aspects of its policy and practice

## 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**

### Introduction

#### What is the SEND offer?

In July 2014, the Department for Education (DfE) issued the Special Educational Needs and Disability (SEND) Code of Practice 2014. The new Code came into force on 1 September 2014. This page is part of the Local offer for Rochdale. Under the Children and Families Bill, which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

## **What is SEND?**

A pupil is identified as SEND when their learning difficulty or disability requires provision that is additional to or different from that which is normally available to pupils of the same age.

At St. Luke's CE Primary School we welcome everybody. 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. This enables pupils to progress and achieve their full potential. This document is intended to give information regarding the ways in which we support pupils with SEN or a disability. If your child has special educational needs and/or a disability and you would like to know more about what we can offer at St. Luke's CE Primary, please contact the relevant person listed below or contact the school directly on: 01706 369443 or email us at [office@stlukesceprimary.co.uk](mailto:office@stlukesceprimary.co.uk)

SEND Coordinator: Mrs Gail Cropper

[gcropper@stlukesceprimary.co.uk](mailto:gcropper@stlukesceprimary.co.uk)

Head teacher:

Mrs Kim Farrall

[kfarrall@stlukesceprimary.co.uk](mailto:kfarrall@stlukesceprimary.co.uk)

## **What kinds of special needs is provision made for at our school?**

St. Luke's CE Primary is an inclusive school where we welcome everybody and want pupils to live life to the full. We endeavour to support our pupils to reach their full potential and take our core values of patience, trust, love, friendship, respect and forgiveness with them as part of their daily lives as they move on from us. Our school's SEND policy 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
- Autistic Spectrum conditions
- 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.

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

- School promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to help support the child through the difficulties they are experiencing.
- When pupils have identified Special Educational Needs and/or Disabilities (SEND) before they start at our school, we work with the people who already know them and use the information already available to identify what their SEND will be in our setting and how we can best support this need.
- If you tell us you think your child has a special educational need and/or disability (SEND) we will discuss your concerns with you and following assessment in school, share with you what we find and agree a set of next steps for your child in school and discuss what you can do to help your child at home.
- If our staff feel that your child may have a special educational need or difficulty, it will be discussed with you at the earliest possible time. We will observe them; assess their understanding of the work that we are doing in school and if necessary, use tests to try to pinpoint what is causing difficulty.
- The school's Special Educational Needs & Disabilities Coordinator (SENDCO) then becomes involved and may place a child onto an Individual Education Plan (IEP) and where necessary place them onto a waiting list to be seen by the Educational Psychologist (EP) who may be able to offer more specialised advice regarding the child's needs and provision.

### **How we involve Children and Young People (CYP) and their parents/carers in planning to meet the needs of SEND**

- St. Luke's CE Primary is child and family centred so CYP and their parents/carers are involved in all elements of the planning process.
- When we assess SEND at the school, we will discuss with you whether the understanding and behaviour are the same at school and at home. We take parents/carers views and comments into account and work with you so that we are all helping your child to make progress in the same way.

- Where appropriate we will write and review SEND plan with pupils and parents/carers.
- Where the school feels it necessary to involve the Educational Psychologist, parental consent will be sought and a referral form (C5) will need to be completed by the school and signed by parents/carers.

### **How we adapt the provision and curriculum so that we meet special educational needs and/or disabilities**

When a pupil has been identified with SEND the class teacher will differentiate lesson plans to meet the individual child's needs. Strategies will be used to remove barriers to learning and enable the child to access the curriculum more easily.

Specific intervention programmes are available to support individual needs. These interventions will be discussed with you and will be reviewed regularly to ascertain the effectiveness of the provision and to inform future planning. If appropriate, specialist equipment may be given to the pupil to support their individual need.

### **How we modify teaching approaches**

Staff are trained in a variety of approaches which means we are able to adapt to a range of SEND - specific learning difficulties (including dyslexia); Autistic Spectrum Condition; speech, language and communication needs; and social and emotional difficulties.

We have a teacher and highly qualified staff in each class as well as our Therapeutic Inclusion (ThINC) Room where we run appropriate social skills intervention and sessions to develop self-esteem, motivation, resilience and self-confidence where needed.

### **How we assess pupil progress towards the outcomes we have targeted for pupils.**

### **How we review this progress so that pupils stay on track to make at least good progress (including how we involve pupils and their parents/carers)**

- We use the Engagement Model when progress at a slower pace than the usual national curriculum. This is in smaller steps.
- We regularly use staff meetings to get all teachers to assess an anonymous piece of work to check our judgements are correct (moderating).
- We use nationally agreed guidelines on progress to check that this is good enough.

- We check how well a pupil understands and makes progress in each lesson.
- Our senior leadership team check the progress of pupils every term and we discuss what we are doing to make sure pupils make good progress
- For pupils with SEND, teachers discuss progress with parents. IEPs are reviewed regularly and new ones are created.

### **What equipment or resources do we use to give extra support**

- We use workstations; visual timetables; support for communication; countdown timers and coloured overlays for pupils who need them.
- We use iPad Apps/laptops for pupils with communication difficulties where needed.
- We use weighted vests and wristbands/leg bands, lap and shoulder weights and sensory cushions for children with sensory difficulties.
- A wide range of pencil grips and writing slopes are available to support gross and fine motor skills.
- We use a range of software to help pupils engage with subjects they find difficult; practice basic skills; become independent learners.
- Sand timers are also used to show boundaries between transitions.

### **What extra support we bring in to help us meet SEND (services; expertise and how we work together collaboratively)**

- We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties; autism)
- We have support from local authority services i.e. Educational Psychology, Rochdale Additional Needs Service (RANS)
- We make referrals to NHS teams, Children's Occupational Therapy, Speech and Language, Single Point of Access for CAMHS & Thrive for pupils who need it.
- Together we review the pupil's progress and agree what everyone will do to make learning easier for the pupil.

## **What other activities are available for pupils with SEN in addition to the curriculum**

- All activities that we run are open to all pupils regardless of ability.
- Pupils with SEN are included in any before and after school activities and we ensure they have equal access.
- We have regular educational visits as part of our pupil offer and the children often attend a residential in Year 6. Pupils with SEND are always included in these, though this may be through adaptations as necessary. We provide staff to support their full involvement. We choose visits that are accessible to all as far as possible.

## **How we support pupils in their transition into our school and when they leave us**

- As a school we are committed to supporting pupil's transition to and from St. Luke's CE Primary School through nursery/pre-school visits, individual SEND meetings with parents and children at the point of transition and contact between SENDCO's at primary and high school.
- We arrange for extra transition visits to the high school prior to the child leaving at the end of year 6. This is in addition to whole class visits, as and when required.
- High school SENDCOs and support staff are invited to attend annual reviews of Year 6 pupils with an Education, Health Care (EHC) Plan. And the school SENDCO attends any EHCP meetings for nursery pupils prior to them joining the school.
- We meet with support staff from the relevant high schools to share relevant information where needed.

## **How additional funding works**

- The SEND Budget is allocated each financial year and is used to provide additional support or resources dependant on individual needs.

## **Where pupils (CYP) can get extra support**

The views and concerns of the CYP are important and it is important that people listen to them and that they are satisfied with what happens.

In school, Mrs Cropper is designated as our advocate for pupils with SEND. She will follow up the concern and make sure something happens that the CYP agrees with.

## **Where parents/carers can get extra support**

There are a number of parent support groups available for parents which our SENDCO can advise you on.

The parent/carer forum is called 'Family Voice'. This is an umbrella organisation for all organisations in Rochdale. They can provide information, training and support. They are involved in policy and decision making at the level where we are working on all things at 'Rochdale' level.

<http://www.hearing-voices.org/groups/rochdale/>

## **What to do if you are not satisfied with a decision or what is happening (for parents)**

Your first point of contact is always the person responsible – this may be the class teacher; the SENDCO or the Head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Headteacher then ask for the school governors representative.

If you do not feel the issues have been resolved, we will liaise with advisors from the Local Authority Special Needs Team. You also have the right to complain or seek additional support through parent partnership or the local authority.

If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is: Miss Matthews.

The local authority has a panel of senior managers who consider unresolved issues – we call this the Escalation and Resolution Panel. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with.

The Parent partnership Service provide independent information and advice [www.family-action.org.uk/](http://www.family-action.org.uk/)