

St Luke's School

SEND Information Report 2022/2023



What types of SEND do we provide for?

**St Luke's School currently provides additional and/or different provision for a range of needs, including:**

Additional Teacher Monitoring: 35 children  
SEND Support Level: 20 children  
RON: 2 children  
Note in Lieu: 0  
Exceptional Action: 1 child

Physical Disability and Medical Condition (5 children)  
Social, Emotional and Mental Health (19 children)  
Specific Learning Difficulty (4 children)  
Speech Language and Communication Needs (7 children)

**Percentage of SEND pupils:**

12% of children at St Luke's School receive SEND support. This includes specific targeted interventions, booster groups, additional TA support and additional resources.

How do we identify and assess pupils with SEND?

**Systems in place to identify and assess pupils with SEND are:**

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline entry point.

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers / Widens the attainment gap
- This may include progress in areas other than attainment, for example, social/emotional needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- Analysing classroom data during pupil progress meetings, with class teacher, SENDCO and headteacher. Pupils not meeting age related expectations are identified, discussed and next steps are identified.
- Analysing PIRA/PUMA (standardised assessment) scores.
- Once teachers have identified children with SEND they are flagged up to SENDCo/deputy head teacher/ head teacher using school monitoring procedures.
- Nursery and Reception monitor and track children's progress and attainment in comparison to their age related expectations.
- Children already identified with SEND are assessed through purchased assessments such as Boxall Profile, YARC, Edinburgh Picture Test.

## The SEND Team

### The SEND Team at St Luke's School consist of the School Leadership Team:

- Adam Turner (Headteacher, Safeguarding Lead, Teaching for Learning Lead)
- Kath Hepworth (Deputy Headteacher, SENDCO, Deputy Safeguarding Lead and Assessment lead)
  
- Our SENDCO has 20 years experience in this role and has worked has SENDCo in a range of other schools.
- Our Headteacher was SENDCo for 5 years in a school setting and previously to this he worked at two specialist SEND provisions on island.
  
- We have a team of eight teaching assistants, including 2 higher level teaching assistants (Grade 7) who are trained to deliver different aspects of SEND provision across the school.
  
- Two teachers are employed on a part time basis to deliver targeted interventions in reading and writing. This includes catch up groups, as well as extension groups for more able learners.
  
- Allocation of training was distributed based on the current needs of the children in the school and the skill sets and previous training of each member of staff.
  
- SENDCO'S update the Department Inclusion Register. Information provided by class teachers on the reviewed ILP's (Individual Learning Plans) and Provision Maps (targeted group support) is transferred onto a central data base.

**What is our approach to teaching pupils with SEND?**

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. They are required to complete ordinarily available provision maps, ILPs and behaviour passports to be shared with pupils and parents. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We endeavour to keep children in class all of the time, where possible. However we acknowledge that there may be times where children require 1-1 or small group SEND interventions that may need to take place outside of the classroom.

We provide the following interventions:

- BR@P
  - Reading Recovery
  - Reading Fluency
  - Easy Read
  - NESSY
  - Reading Response
  - Language for Life / Time to Talk Groups
  - 1:1 SALT targeted support based on activities provided by SALT.
  - Lego Club
  - 5 Minute Box
  - Memory Magic
  - ADHD high impact sports activity sessions (Sports Bugs)
- As well as offering booster groups within individual year groups where needed, such as:
- Small group Maths/Phonics catch up sessions
  - Streamed phonics sessions
  - Every Child our Future 1-1 reading sessions
  - Social Skills Group
  - Fine Motor Skills Group

How do we adapt the curriculum and learning environment?

**We make the following adaptations to ensure all pupils' needs are met:**

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Having flexibility within our timetables.
- Using recommended aids, such as iPads, coloured overlays, visual timetables, larger font etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting the physical environment or children with Visual Impairment, highlighting outside surfaces in white paint.
- We are a dyslexia friendly school and class teachers are provided with guidance to support this in their general practice.
- Bespoke, small group, physical activities adapted for SEN needs provided by sports coaches.

How do we enable pupils with SENDD to engage in activities with other pupils who do not have SENDD?

- All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club. School-led after school enrichment club places are allocated with a proportion of places reserved for SENDD, JPP & MLL children.
- All pupils are encouraged & supported to go on our residential trips including those trips that are off island.
- Where needed, additional support has been put in place to enable the above to happen such as meetings with parent, additional adult support, 1:1 adult support, risk assessments.
- All pupils are encouraged & supported to take part in sports day, school plays, special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND status.

<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<p><b>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</b></p> <ul style="list-style-type: none"> <li>• Everyone working with the child develops a shared understanding of the pupil's areas of strength and difficulty.</li> <li>• We take into account the parents' concerns, views and wishes.</li> <li>• Everyone understands the agreed outcomes sought for the child.</li> <li>• Everyone is clear on what the next steps are.</li> <li>• Notes of these early discussions will be added to the pupil's record in the class SEND folder and within pupil SEND files.</li> <li>• Parent consent is sought when making referrals to outside agencies.</li> <li>• All ILPS are shared with parents, signed and then shared again when reviewed.</li> </ul>
<p>How do we consult pupils with SENDD and involve them in their education?</p>	<p>Where appropriate, children are involved in the writing of their ILP's. There is an opportunity for children to create their own target on ILPs and a place for children to make their own reflective comments about their progress against their targets.</p>
<p>How do we assess and review pupils progress towards their outcomes?</p>	<p><b>The class teacher works with the SENDCo and Headteacher in Pupil Progress Meetings and ad hoc meeting organised when needed. These meetings draw on:</b></p> <ul style="list-style-type: none"> <li>• The teacher's assessment and experience of the pupil</li> <li>• School Pupil Tracker information and analysis</li> <li>• PIRA, PUMA and NFER summative assessments results</li> <li>• Their previous progress, attainment and behaviour</li> <li>• Other teachers' assessments, where relevant</li> <li>• The individual's development in comparison to their peers and national data</li> <li>• The views and experience of parents</li> <li>• The pupil's own views</li> <li>• Advice from external support services, where relevant</li> <li>• All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.</li> <li>• We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</li> </ul>

	<ul style="list-style-type: none"> <li>• SMART ILP targets are written and shared with parents/children (where appropriate) and evaluated formatively throughout the term.</li> </ul>
<p>How do we support pupils moving between different phases of education?</p>	<ul style="list-style-type: none"> <li>• We share information with the school, or other setting the pupil is moving to, in line with data protection advise.</li> <li>• Class teachers meet with the receiving teachers to discuss and inform curriculum next steps (gap analysis) in planning and teaching.</li> <li>• Transition meetings are arranged for class teachers to meet with hand up/hand down teachers to share records and working strategies for each pupil.</li> <li>• Our Reception teacher attends transition meeting to discuss any presenting needs of the new cohort. They also meets each child individuals and their key workers in the summer term prior to transition to Reception.</li> <li>• New Reception intake children are invited into school once a week for a half a term prior to transition.</li> <li>• Reception children attend Year One once a week for a half term prior to transition.</li> <li>• As part of the Transition to secondary school the class teacher and SENDCo meet with Year 7 Tutors to transfer information and attainment data. Key pupils are identified and places are allocated for Summer School support for pupils identified as being vulnerable to this process.</li> <li>• All children take part in two full days of transition with their new teacher in their classroom. Additional transition sessions to new classes are organised where it is felt necessary.</li> </ul>
<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p><b>We provide support for pupils to improve their emotional and social development in the following ways:</b></p> <ul style="list-style-type: none"> <li>• Pupils with SEND are encouraged to take part in the wider aspects of the school such as clubs, school council, Rights Respecting Schools Teams and class councils.</li> <li>• We have a zero tolerance approach to bullying.</li> <li>• The school has a wellbeing room and two trained ELSA Key Workers.</li> <li>• The wellbeing room was used by the outreach wellbeing support in school.</li> </ul>

<p><b>What expertise and training do our staff have to support pupils with SEND?</b></p>	<p>The leadership team allocate and request training using the CYPES Central Training offer to schools based on the needs of each cohort, needs of staff members and skills set of staff members. Every member of staff has been allocated training of some description this year.</p> <ul style="list-style-type: none"> <li>• We have a team of eight teaching assistants, including 2 higher level teaching assistants (Grade 7) who are trained to deliver different aspects of SEND provision across the school.</li> <li>• In the last academic year, staff have been trained in delivering targeted Speech and Language support, BR@P interventions, Reading Response, YARC assessments and Boxall assessments.</li> </ul>
<p><b>How will we secure specialist expertise?</b></p>	<p>Termly Planning and Review Meetings (PARM) are attended by the Leadership Team (SENDCo and Key stage leaders). During this meeting support is secured from specialist teams such as the schools Educational Psychologist, members of ASCIT, Well Being and SEMHIT.</p> <p>When class teachers, SENDCo and parents in consultation together decide that referrals needs to be made to outside agencies, SENDCo's complete all referrals and give these to the class teacher to re meet with parents and have the paperwork agreed and signed before expertise is sought.</p> <p>There are some occasions where generic specialist expertise has been sought. Our schools allocated Educational Psychologist hosted a 'drop in' session to enable teachers to ask generic questions/queries.</p>
<p><b>How will we secure equipment and facilities to support pupils with SEND?</b></p>	<p>Where needed the SENDco approaches outside agencies to secure specialist equipment. This includes book stands from the visual impairment team and advise on apps to download to support pupils and specialised IT programmes such as Join Me. OT provide pencil grips, school order in coloured books for children with Visual Stress symptoms. We work with the hearing impairment to ensure children are wearing hearing support devices. SEBD children attend a nurture club at lunch times where they access art and craft activities to promote wellbeing and involvement.</p>



<p>How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p>	<p><b>Other organisations are involved in support pupils and parents through:</b></p> <ul style="list-style-type: none"> <li>• Referrals to outside agencies which leads to assessments being carried out by outside agencies. This then often leads to support and strategies for use at home and at school.</li> <li>• Organisations are directed through PARM meetings to work with key pupils, carry out assessment provide support/strategies.</li> </ul>
<p>How do we evaluate the effectiveness of our SEND provision</p>	<p><b>We evaluate the effectiveness of provision for pupils with SEND by:</b></p> <ul style="list-style-type: none"> <li>• Reviewing pupils' individual progress towards their SMART targets each half term</li> <li>• Reviewing the impact of interventions after the recommended amount of time, outlined by the intervention</li> <li>• Using parent questionnaires</li> <li>• Monitoring by the SENDCo</li> <li>• Using class provision maps to track progress</li> <li>• Holding annual reviews for pupils with a Record of Need.</li> <li>• Using standardised assessment scores to measure progress over time across English and Maths.</li> <li>• "Inclusion" is a standing target area on the annual School Improvement Plan.</li> </ul>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Concerns about SEND provision are made to the class teacher in the first instance. There is then a stepped approach. The next stage if needed is escalated to the relevant Key Stage Leader/SENDCo and then finally the Headteacher. Parents are referred to the school's complaints policy/ special educational needs policy which is available on the school website for all to access.</p>
<p>What support services are available to parents?</p>	<ul style="list-style-type: none"> <li>• Parents have been referred to Brighter Futures for additional support.</li> <li>• We access support for the Family Support Worker team by referring in through the Family and Young people hub.</li> </ul>