

St Luke's School

SEND Information Report 2024/2025



<p>What types of SEND do we provide for?</p>	<p><u>St Luke's School currently provides additional and/or different provision for a range of needs, including:</u> SEND Support Level: 36 children RON: 3 children Physical Disability and Medical Condition (2 children) Social, Emotional and Mental Health (12 children) Specific Learning Difficulty (5 children) Moderate Learning difficulty (1 child) Speech Language and Communication Needs (16 children)</p> <p><u>Percentage of SEND pupils:</u> 24% of children at St Luke's School receive SEND support. This includes specific targeted interventions, adapted provision groups, additional TA support, access to a bespoke curriculum and varied learning support resources.</p>
<p>How do we identify and assess pupils with SEND?</p>	<p><u>Systems in place to identify and assess pupils with SEND are:</u> At St Luke's, we employ a holistic and graduated approach to identifying and assessing pupils with Special Educational Needs and Disabilities (SEND), centred on the "Assess, Plan, Do, Review" (APDR) cycle. This ensures early identification and timely support through strong partnerships between home and school, continuous classroom observation, and robust data analysis, involving parents and pupils actively in the process.</p> <p>1. Early Identification and Entry Assessment On entry, each pupil's current skills and levels of attainment are assessed, building on information from previous settings and Key Stages. This initial assessment helps establish a baseline for future progress monitoring.</p>

2. Continuous Monitoring and Assessment

Class teachers make regular and purposeful assessments of all pupils' progress across academic, social, and emotional domains. Progress is closely monitored to identify pupils who:

- Make significantly slower progress than their peers from the same baseline.
- Do not match or improve upon their previous rate of progress.
- Fail to close or widen the attainment gap with peers.
- Show slower progress in areas beyond attainment, such as social or emotional development.

3. Graduated Response and APDR Cycle

When slower progress is identified, teachers initiate the APDR cycle:

- **Assess:** Gathering detailed information through classroom observations, formative assessments, and input from parents and pupils.
- **Plan:** Collaboratively setting clear, measurable targets with parents and pupils, focusing on desired outcomes.
- **Do:** Implementing targeted interventions using evidence-based strategies such as scaffolding, explicit instruction, and Quality First Teaching adaptations.
- **Review:** Regularly evaluating progress against targets, adjusting support as necessary.

4. Data Analysis and Collaborative Review

Pupil progress meetings involving class teachers, SENDCo, and senior leaders review classroom data and standardised assessments (e.g., PIRA/PUMA). Pupils not meeting age-related expectations are identified, discussed, and next steps are agreed upon.

5. Specialist Assessment and Support

Where additional expertise is needed, specialist assessments (such as Boxall Profile, YARC, Edinburgh Picture Test) or Educational Psychology guidance are sought. This informs further planning and provision.

6. Home-School Partnership

We prioritise early and ongoing communication with parents and pupils, ensuring their views and aspirations shape the support provided. Parents are kept informed and involved at every stage, reinforcing a shared commitment to the child's progress.

7. Recording and Monitoring

Pupils identified with SEND are formally recorded and monitored through school systems. The SENDCo, deputy headteacher, and headteacher oversee this process to ensure consistent and effective provision.

Through this comprehensive and collaborative approach, St Luke's ensures that SEND provision is timely, targeted, and tailored to meet the individual needs of each child, enabling them to thrive academically, socially, and emotionally.

The SEND Team

SEND Team at St Luke's School

- **Adam Turner - Headteacher** (5 years SENDCo experience, with previous roles in specialist SEND settings)
- **Kath Hepworth - Deputy Headteacher, SENDCo** (NASENCO accredited), Deputy Safeguarding Lead, Assessment Lead (22 years SENDCo experience across multiple schools)
- Support from a private Educational Psychologist providing CPD and parent consultations.
- Seven Teaching Assistants, including Higher Level Teaching Assistants (Grade 7), trained in various SEND provisions.
- Two part-time teachers deliver targeted reading and writing interventions, including catch-up and extension groups.
- Training allocation is based on current pupil needs and staff skills.
- The SENDCo maintains the Department Inclusion Register, updating it with data from reviewed Individual Learning Plans (ILPs) and Provision Maps.

What is our approach to teaching pupils with SEND?

Class teachers hold primary responsibility and accountability for the progress and development of all pupils in their class. They implement Quality First Teaching as the foundational approach, built on high expectations, differentiation, and effective scaffolding techniques such as chunking content, modelling, and frequent formative checks to ensure understanding. Adaptive teaching is integral to this approach, requiring teachers to respond flexibly to pupils' varying learning needs and rates, providing targeted support where necessary while maintaining high standards for all.

Teachers complete ordinarily available provision maps, Individual Learning Plans (ILPs), and behaviour passports, which are collaboratively shared with pupils and parents as part of person-centred planning. This planning actively involves parents and pupils to ensure that teaching is tailored to individual needs and aspirations.

Flexible grouping is used strategically within classrooms to provide tailored support and maximise learning outcomes, with ongoing monitoring to ensure positive impacts on attainment, behaviour, and engagement. Technology, including educational and assistive software, is incorporated judiciously to enhance learning, particularly for pupils with SEND.

High-quality teaching remains the first response for pupils with SEND, differentiated thoughtfully to meet individual needs. Wherever possible, children are kept within the classroom environment to benefit from inclusive learning. However, we recognise that some pupils may require additional targeted interventions delivered in 1:1 or small group settings outside the classroom.

Our school provides a range of evidence-informed interventions, including but not limited to:

- BR@P
- Reading Recovery
- Reading Fluency
- NESSY

- Reading Response
- Language for Life / Time to Talk Groups
- Helicopter Stories
- Drawing Club
- 1:1 SALT targeted support based on Speech and Language Therapy recommendations
- Lego Club
- 5 Minute Box (phonics and number)
- Memory Magic

Additionally, we offer adapted curriculum groups within year groups to address specific needs, such as:

- Small group Maths catch-up sessions to close identified learning gaps
- Bespoke phonics sessions
- Every Child Our Future 1:1 reading sessions
- Fine Motor Skills Group

All staff receive specialised training to support adaptive teaching and inclusive practises, ensuring early identification of barriers to learning and consistent review of pupil progress. This fosters a supportive, inclusive culture where every child is valued and enabled to achieve their full potential.

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, tinted 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.

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.
- All pupils are encouraged 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 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>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:</p> <ul style="list-style-type: none"> • Everyone working with the child develops a shared understanding of the pupil's areas of strength and difficulty. • We take into account the parents' concerns, views and wishes. • Everyone understands the agreed outcomes sought for the child. • Everyone is clear on what the next steps are. • Notes of these early discussions will be added to the pupil's record in the class SEND folder and within pupil SEND files. • Parent consent is sought when making referrals to outside agencies. • All ILPS are shared with parents, signed and then shared again when reviewed.
<p>How do we consult pupils with SEND 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>The class teacher works with the SENDCo and Headteacher in Pupil Progress Meetings and ad hoc meeting organised when needed. These meetings draw on:</p> <ul style="list-style-type: none"> • The teacher's assessment and experience of the pupil • School Pupil Tracker information and analysis • PIRA, PUMA, White Rose and NFER summative assessments results • Their previous progress, attainment and behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data • The views and experience of parents • The pupil's own views • Advice from external support services, where relevant • 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.

	<ul style="list-style-type: none"> • We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. • SMART ILP targets are written and shared with parents/children (where appropriate) and evaluated formatively throughout the term.
<p>How do we support pupils moving between different phases of education?</p>	<ul style="list-style-type: none"> • We share information with the school, or other setting the pupil is moving to, in line with data protection advise. • Class teachers meet with the receiving teachers to discuss and inform curriculum next steps (gap analysis) in planning and teaching. • Transition meetings are arranged for class teachers to meet with hand up/hand down teachers to share records and working strategies for each pupil. • 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. • New Reception intake children are invited into school once a week for a half a term prior to transition. • Reception children attend Year One once a week for a half term prior to transition. • 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. • 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.
<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p>We provide support for pupils to improve their emotional and social development in the following ways:</p> <ul style="list-style-type: none"> • 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. • We have a zero tolerance approach to bullying. • The school has a wellbeing room and two trained ELSA Key Workers. • The wellbeing room was used by the outreach wellbeing support in school.

<p>What expertise and training do our staff have to support pupils with SEND?</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"> • 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. • 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.
<p>How will we secure specialist expertise?</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>How will we secure equipment and facilities to support pupils with SEND?</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 tinted 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>Other organisations are involved in support pupils and parents through:</p> <ul style="list-style-type: none"> • 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. • Organisations are directed through PARM meetings to work with key pupils, carry out assessment provide support/strategies.
<p>How do we evaluate the effectiveness of our SEND provision</p>	<p>We evaluate the effectiveness of provision for pupils with SEND by:</p> <ul style="list-style-type: none"> • Reviewing pupils' individual progress towards their SMART targets each half term • Reviewing the impact of interventions after the recommended amount of time, outlined by the intervention • Using parent questionnaires • Monitoring by the SENDCo • Using class provision maps to track progress • Holding annual reviews for pupils with a Record of Need. • Using standardised assessment scores to measure progress over time across English and Maths.
<p>Who can young people and parents contact if they have concerns?</p>	<p>Complaints 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"> • Parents have been referred to Brighter Futures for additional support. • We access support for the Family Link Worker team by referring in through the Family and Young people hub. • We work with the CAMHS early intervention service to best support parents of children on the neuro development pathway.