

Special Educational Needs and Disability – St Luke’s C. E. Primary School Offer (SEN[D] Information Report) 2020-21

At St Luke’s C.E. Primary we value the abilities and achievements of all our pupils. We are committed to providing the best environment for each and every child to reach their full potential – emotionally, socially, physically and academically.

We treat all children equally and do not discriminate between pupils with or without Special Educational Needs or disability (SEN[D]). Where children have recognised SEN[D], prior to entering school, additional transition meetings are held with all appropriate stakeholders to ensure that the school is able to meet the child’s needs.

All pupils are entitled to a broad and balanced curriculum. The staff at our school recognises the need for

“teaching to be of a high quality, differentiated and personalised, to meet the needs of the majority of children and understand that some children need educational support that is additional or different to this .“ (SEN Code of Practice for 0-25 years)

As a school, we aim to ensure that such provision is made for those who need it and every teacher is responsible for ensuring that every child accesses this entitlement.

The Special Education Needs and Disability policy for the school has been developed in accordance with the SEN Code of Practice 0-25 guidance (2014).

If you are the parent of a child with additional needs, there may be a lot of questions you would like to know the answer to. Below are the answers to questions we are often asked.

How does the school know if my child has special educational needs?

Teachers regularly assess pupils and children’s progress is discussed at Pupil Progress Meetings during the year. Any child who class teachers feel may have an additional need will be raised at these meetings. In addition, class teachers will discuss children’s progress and needs with parents at Parents’ Evenings, or at other times, if they feel this is appropriate. Concerns about children can be raised with the Special Educational Needs and Disability Inclusion Leader at any time during the school year.

What should I do if I think my child may have special educational needs?

First of all, talk to your child’s teacher. Your child’s needs may be able to be met within the day to day running of the classroom environment. If your child needs additional support, then the class teacher will work in conjunction with the Inclusion Leader to achieve this.

How will school staff support my child?

It depends on what support your child needs. As far as possible children are taught within their usual class and may be supported by the Teacher or Teaching Assistant (TA). If we feel extra help is needed, your child may be withdrawn and given small group or 1:1 support

by the class TA or other support staff. Staff at St Luke's are trained in a range of support programmes to help children with their learning. This provision is monitored so that staff members are aware of how effective this additional provision is.

The school has a named Inclusion governor and governors are updated on Special Educational Need and Disability provision in the Headteacher's report each term.

What provision is available for my child on return to school after Covid-19?

Classes will assess the children on return to school in order to fully gauge where the children are working in their education. Staff will then plan tasks to help plug any gaps in learning that arise from assessments.

Should a child be absent from school for any length of time during the pandemic, school will provide home learning resources to ensure that the children can continue working on tasks at home.

How will the curriculum be matched to my child's needs?

We teach a differentiated curriculum, supporting the learning and emotional development of every child. We are aware that children have different, preferred ways of learning and the curriculum caters for auditory, visual and kinaesthetic learners.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

There are opportunities to talk to your child's teacher at Parents' Evenings during the year and parents are given a written report in the summer term. The school uses the Early Years Foundation Stage Profile in the Reception class to record progress. Throughout the rest of the school, Learning Ladders are used to record each child's progress in Reading, Writing and Maths, and these are shared with parents during the year. Appointments can be made via the school office to talk to teachers throughout the year if you need to. You can also send messages in your child's planner if you wish to make an appointment to discuss your child's needs (please ask them to show us the message).

If it is felt that your child needs extra support, above and beyond the expected support that is provided in the classroom, they may be given an IEP (Individual Education Plan) or Individual Behaviour Plan (IBP) and this will state how the school will help to meet your child's needs and how you can support your child with this.

What support will there be for my child's overall well-being?

As a Christian School, we are a caring school and we feel that both children and adults develop close relationships here. This enables us to support children emotionally, in an informal way, during day to day situations. We also have a school counsellor and school nurse linked to the school, should these be needed.

If your child needs medication provided by a doctor this can be administered at school (please fill in the relevant forms at the school office). Please inform the school of any health or dietary needs using the forms from the office and ensure that these, and emergency

contact numbers, are kept up to date with the relevant information to ensure your child is kept safe.

Pupil well-being is extremely important at St Luke's and the school is part of the Greater Manchester Healthy Schools Project. The Staff has been trained in mental health and well-being strategies, incorporating a variety of activities and resources within the curriculum to promote good mental health. Some pupils are also trained as mental health ambassadors.

Equal Opportunity

At St. Luke's we provide equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to all genders, and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with special needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.

Teachers will respond to pupils' needs by:

- providing them with the support that their needs require;
- developing their understanding through the use of available resources and by providing necessary learning experiences;
- planning for their full participation in learning, including physical and practical activities;
- helping them to manage their behaviour and emotions and take part in learning effectively and safely. As bullying can sometimes be an issue for pupils with SEN[D] , teachers will be particularly vigilant for this and will take any necessary steps to prevent/ address it. (See Anti-bullying policy for further details of this.)

Further details of equal opportunities can be found in the policies section of the website. The school has a Special Educational Needs and Disability Policy, a Behaviour Policy, an Anti-bullying Policy, a Safeguarding and Child Protection Policy, an Accessibility Policy and an Equal Opportunities Policy, as well as other relevant policies which can be accessed through our website. If at any time you have any concerns about your child's well-being, please speak to their class teacher.

What specialist services and expertise are available or accessed by the school?

We work closely with the Targeted Education Support Service and have some funding to provide Educational Psychologist support. Other agencies we work regularly with include:

The School Nurse

Early Years Inclusion Team

School Counsellor and other counselling services

Startwell

Speech and Language Therapy

Hope Outreach

Hearing Services

School Ophthalmist Department

Restorative Solutions

Early Intervention & Prevention Services

Ethnic Minority Achievement Services

Occupational Therapy

Greater Manchester Mentally Healthy Schools Project team

What training are the staff supporting children with SEN[D] having?

Our Learning Support Assistants are highly skilled and have received training in strategies and programmes to support pupils' learning. The school is also a Dyslexia friendly school.

How will my child be included in activities outside the classroom, including school trips?

We try to include every child in activities outside the classroom, including school trips. When planning these, teachers will take account of the needs of all children involved. If you have any concerns about health issues with your child, please raise these with the class teacher prior to the trip taking place.

How accessible is the school environment?

In many cases, the environment can be easily adapted to support special needs e.g. visual, auditory or physical difficulties. School tailors SEN[D] provision, dependent upon individual needs, through a number of provisions including: Health Care plans, Education and Healthcare Plans, Personal Support Plans. Individual Education or Behaviour Plans are also created to ensure that individual needs can be addressed. School works with a number of outside agencies and follows their specialist advice/ recommendations regarding physical adaptations needed. For further information, please see the school's accessibility plan in the policies section on the school website. The school purchases as much specialist equipment as it is able to do to support children with additional needs.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

If we know your child has additional needs before they join us, we will try to meet with parents and staff (perhaps Nursery or school based) who know the child well and can tell us what needs there are. We also have a new intake meeting and conduct home visits before children start in the Reception Class so that new parents can speak to us informally about any concerns or needs their child may have. We will make sure that relevant staff at St Luke's are made aware of any needs to ensure that these can be met as far as possible.

The Year Six teacher works closely with High School colleagues to ensure that transition to Key Stage Three is successful for every pupil. For those children with additional needs, the Inclusion Leader can also meet with the Inclusion Staff at follow-on schools to ensure continuing support. Additional Needs forms and records detailing children's needs are passed on to the new schools.

How are the school's resources allocated and matched to children's special educational needs?

Dependent upon need, we may provide specific equipment, offer additional interventions and employ staff to support your child. We may also choose to purchase additional expert support if necessary.

How is the decision made about what type and how much support my child will receive?

The class teacher will initially plan support for your child, either individually or as part of a small group. Where additional support is needed, your child may be given an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) and the teacher may speak to the Inclusion Leader for advice. If we feel further support is needed after these interventions, school may refer your child to the Targeted Education Support Service team and/or an Education Psychologist to receive further advice and support.

How are parents involved in the school? How can I be involved?

Parents are the biggest influence in children's lives. Children thrive when the relationship between home and school is close and supportive. Please talk to your child's teacher about their learning, join in with and encourage them with homework tasks, help your child to read their reading books and read to them daily. Parents are also welcome to volunteer to help in school, although this is not usually in their child's class.

Who can I contact for information?

On a day to day basis, you can arrange to speak to your child's class teacher about any concerns you may have. Miss Bentley is the School Inclusion Leader. If, after speaking to your child's teacher, you feel you would like more information you may contact them via the school office (01942 201140 to arrange an appointment). If you have concerns about your child and are considering whether your child should join the school please feel free to contact the Head Teacher or Inclusion Leader via the school office for further advice. If we are not able to help directly, we may be able to put you in touch with other services that can help you.

If you have a Complaint

Parents / carers wishing to discuss any aspects of their child's progress should, in the first instance, make an appointment to speak with the class teacher. If they wish to pursue the matter further they should speak to the Inclusion Leaders or Head Teacher. Parents have the right to make a formal complaint in writing to the Chair of Governors, if they so wish, or to the Local Authority if they are dissatisfied with school provision.

Where can I find further information?

This SEN[D] Information Report is the school's contribution to the Local Authority's SEN[D] Local Offer.

You may like to visit Wigan Local Authority's site for further information and support by using the link below.

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>