



## St Luke's Church of England Primary School SEN Information Report



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	<p>About St Luke's</p>	<p>St Luke's C of E Primary School is a two form entry primary school in Winton, Bournemouth. Our school has an Infant site and a Junior site, 5 minutes' walk apart. At St Luke's C of E Primary School, we promote the Christian Values of Love, Courage and Hope through the teachings of Jesus: to love God and to love one another. We celebrate that there is something wonderful and unique in every person and encourage the children to play a part in the life of the school and to respect and care for each other. As a community, we value the abilities and achievements of all our pupils, and are committed to providing for each pupil the best possible environment for learning.</p> <p>We recognise that many of our pupils will have special needs at some time during their school life. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.</p> <p>The SEDNCo (Special Educational Needs Coordinator) at St Luke's is Sally Mitchell, the Assistant SENDCo is Kerry Cutler and the Governor for SEND is Kate Greenham.</p>
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<p>Aims of the SEND provision at St Luke's.</p>	<ul style="list-style-type: none"><li>• To enable pupils to achieve their best and become confident individuals.</li><li>• To ensure that all pupils have access to the support that they need to fully participate in a broad, balanced and relevant curriculum.</li><li>• To ensure the identification of all pupils requiring SEND (Special Educational Needs &amp; Disability) provision as early as possible.</li><li>• To ensure that pupils with SEND are fully involved in all school activities and in school life.</li><li>• To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.</li><li>• To ensure that pupils with SEND are involved, where practicable, in decisions affecting their future SEND provision.</li><li>• To ensure that children are equipped to make a successful transition to the next stage of education.</li><li>• To liaise with outside agencies, when this would be beneficial, in order to access further specialist support for pupils and parents.</li></ul> <p>Provisions made by the school are tailored to the needs of the pupil, are extremely flexible and are regularly reviewed. Staff are experienced in working with all areas of SEND and are highly committed to making children's lives not only productive but happy, demonstrated through secure self-esteem, feeling valued and celebrating their achievements.</p>
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<p>How do you know if children need extra help and what should I do if I think my child may have SEND?</p>	<p>At different times in their school life, a child or young person may have a special educational need or disability. The Code of Practice 2014 defines SEND as follows:</p> <p><i>“A child or young person has SEND if they have a learning difficulty or disability which calls for special education 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:</i></p> <ul style="list-style-type: none"><li><b>a)</b> <i>has a significantly greater difficulty in learning than the majority of others the same age, or</i></li><li><b>b)</b> <i>has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”</i></li></ul> <p>Where a pupil’s progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it <i>may</i> be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.</p> <p>There can be many reasons for learners ‘falling behind.’ These may include absences – linked to Covid-19 or otherwise, attending lots of different schools, or worries that may distract a child from learning. The school understands that children who experience these barriers to learning are vulnerable. This does <i>not</i> mean that <i>all</i> vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND. We adopt a graduated response of need within the four areas of SEND:</p> <ul style="list-style-type: none"><li>● Cognition and Learning</li><li>● Communication and Interaction</li><li>● Social, Emotional and Mental Health</li><li>● Sensory and Physical</li></ul> <p>Our Class teachers assess children regularly &amp; track their progress and attainment. When children’s progress or attainment is falling below expected levels, class teachers are encouraged to share their concerns with parents in an honest &amp; sensitive way, through informal contact &amp; termly parent consultations. Parents are encouraged to share their concerns with class teachers through informal contact or by making an appointment. The Head Teacher, Deputy Head Teacher &amp; SENCo support parents &amp; staff in this. If concerns persist following initial discussions, further specific assessments are undertaken to gain a clearer picture of need. Further advice from a range of outside agencies may be sought, e.g. Educational Psychologists, Speech Therapists, Occupational Therapists, Paediatricians, the BCP Behaviour support team and the Dorset Hearing and Vision support team.</p>
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<p>How will your staff support my child?</p>	<p>Quality First Teaching &amp; appropriate differentiation is the aim of all staff at St Luke's. Children whose needs mean that they require a more individual approach, will have support including but not limited to:</p> <ul style="list-style-type: none"><li>• Full-time education in classes, with additional help and support by class teacher through a differentiated curriculum and appropriate adult assistance;</li><li>• Intervention sessions to work on a specific area of difficulty with a support assistant either individually or in a small group;</li><li>• Support from specialists as part of an intervention programme;</li><li>• 1:1 ELSA ( Emotional Literacy Support ) and nurture group support ;</li><li>• Support over playtimes and lunchtimes by key, familiar adults.</li></ul> <p>Class teachers will liaise with the SENCo, Mrs Sally Mitchell, to determine the frequency &amp; type of support each child receives. Class teachers will retain overall responsibility for the progress of all children in their class, including those identified as having SEND. Some support will be delivered by members of the Teaching Assistant team, all of whom have specific areas of expertise and skill across a wide range of areas of SEND. The SENCo will oversee the support arrangements, monitor provision and progress through PLPs (Pupil Learning Plans) &amp; assessment data to gauge the impact of intervention. The SENCo will liaise with the Governor for SEND and where appropriate, refer children to agencies outside school.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>All staff at St Luke's have experience &amp; training in supporting children with a variety of needs – this is an ongoing process. All children are assessed regularly to determine their progress both formally &amp; informally, &amp; planning is adapted to take account of this. There are termly review meetings for all teachers with the Head Teacher to monitor progress &amp; discuss children who are vulnerable or not making expected progress. For children with identified SEND, teachers also have termly review meetings with SENCo to review and inform the child's PLP (Pupil Learning Plan). This plan details the child's particular areas of need, individual strategies which support the child within whole class teaching and any specific interventions the child is accessing.</p>



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<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>The progress of children with SEND is monitored through learning outcomes in books or otherwise, individual assessments and teacher observations. Strategies to support children are detailed on their PLP and class teachers will share these along with updates on their progress at our termly parent consultation meetings, or at other times as required or requested.</p> <p>If you and your family need more support or clarification, the SENCo &amp; Family Support Worker are available to talk things through and appointments can be booked through the school office or you can contact them directly via email:</p> <p><a href="mailto:stlukessenco@coastalpartnership.co.uk">stlukessenco@coastalpartnership.co.uk</a> ; <a href="mailto:stlukesfsw@coastalpartnership.co.uk">stlukesfsw@coastalpartnership.co.uk</a></p> <p>Our parents' opinions are always important in helping our staff to understand the children. We welcome and encourage parents to discuss their child's needs openly with the class teacher and SENDCo so that planning is based on the needs of the child. This is done formally through termly parent consultations but also through regular, ongoing informal contact.</p> <p>Any questions or concerns about the provision made for children with SEND should initially be raised with the class teacher and the SENCo and as such we welcome your feedback. .</p>
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<p>What support will there be for my child's overall wellbeing?</p>	<p>At St Luke's C of E Primary School, we promote the Christian Values of Love, Courage and Hope through the teachings of Jesus: to love God and to love one another. We celebrate that there is something wonderful and unique in every person and encourage the children to play a part in the life of the school and to respect and care for each other. As a community, we value the abilities and achievements of all our pupils, and are committed to providing for each pupil the best possible environment for learning.</p> <p>Our class teachers have responsibility for all our children's pastoral care and deliver regular PSHE (Personal, Social and Health Education) lessons using the Jigsaw curriculum supplemented by 'IHeart' which promotes resilience and innate wellbeing. Children who are identified as particularly vulnerable are supported by our team of Teaching Assistants many of whom have specialist qualifications in delivering individualised therapeutic interventions such as ELSA (Emotional Literacy Support), Lego Therapy and 'Draw &amp; Talk' Therapy. As well as delivering these planned programmes of support, Emotional Literacy Support Assistants provide nurture groups, lunchtime clubs and a 'Listening Ear' when needed.</p> <p>Regular training opportunities are provided to increase staff awareness and understanding of a range of needs and issues linked to wellbeing. Each site has a Senior First Aider, who co-ordinates support for children with medical needs in conjunction with the SENCo. The School's Council and Eco Team enable children's voices to be heard, and they play an active role in key decision making in school.</p>
<p>What specialist services and expertise are available at or accessed by your setting?</p>	<p>We have a range of expertise &amp; experience amongst the members of staff at St Luke's, covering Autism, Hearing Impairment, Vision Impairment, complex physical &amp; medical needs amongst others. We use a range of diagnostic screeners to support identification of SEND.</p> <p>St Luke's has strong links with agencies outside the school, including but not limited to BCP Early Help, BCP Outreach Learning and Behaviour Support, Community Paediatrics, Educational Psychology, CAMHS, Speech and Language Therapy and the Hearing &amp; Vision Support Service. These professionals are involved for assessment purposes, as well as providing training &amp; advice for staff. Coastal Learning Partnership has an Educational Psychologist and a Specialist Teacher of SEND who is able to carry out individual assessments and offer support and training to staff. The SENCo hosts termly TAS ( Team around the School ) meetings to which all stakeholders are invited and updated regarding all aspects of SEND provision. The SENCo attends termly BCP and CLP Senco briefings and networks to ensure policies are adhered to and current practices are developed.</p>



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<p>What training do staff supporting children with SEND have?</p>	<p>All staff have the mandatory qualifications needed in order to work with children, &amp; many have undertaken more specialist training to enable to support the children in our school. All Staff at St Luke's CE Primary have experience of working with children with a range of additional needs. Some staff have undertaken training &amp; have particular expertise in the following areas:</p> <ul style="list-style-type: none"><li>• Working with children with Autism – St Luke's accesses regular training from the Autism Education Trust</li><li>• Working with children with ADHD</li><li>• Working with children with Hearing Impairment</li><li>• Working with children with Visual Impairment</li><li>• Working with children with specific learning difficulties</li><li>• Working with children with emotional and anxiety needs</li><li>• Working with children with challenging behaviour</li><li>• Working with children with Speech, Language and Communication difficulties.</li><li>• Working with children with complex physical and medical needs.</li><li>• Working with children with Sensory Needs</li></ul> <p>When children start at St Luke's, we liaise with the previous setting where possible to benefit from their expertise &amp; knowledge of the children, as well as any outside agencies in school.</p>
<p>How will my child be included in activities outside the setting including trips and residential visits?</p>	<p>So that all children are able to experience the same opportunities offered by attending trips and residential visits, additional support and alternative arrangements along with risk assessments are put in place for children with SEND and / or medical needs so that they are included in these valuable and memorable experiences. This is always discussed and agreed with parents beforehand in order to achieve the best possible outcome for the child.</p>



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How accessible is the setting environment?	Our school is fully accessible. We have had a range of adaptation work carried out to enable the inclusion of children with Hearing or Vision difficulties, such as acoustic treatment in the classrooms. Our classrooms and meeting rooms are all on the ground floor – neither site has a first floor. Where English is not the first language, we would endeavour to find an interpreter from within the family's language community and share this need with any outside agencies involved.
How will the setting prepare and support my child moving to the next stage of education? How will you increase their independence?	As St Luke's is a split site school, our staff are experienced in guiding children through transition to a new building & bring this expertise to bear when children leave our school. In order to facilitate transition to secondary school, we have strong links with local schools. Pre-visits for the child with a trusted adult play an important role, as well as visits from secondary school staff to our school. St Luke's staff are experienced in supporting children to identify any questions or worries about their new setting, & support the children in asking these. Photo books and stories are an important record of visits, so that the children have a visual prompt for discussion at home & at school. To support particularly vulnerable learners with making the step up to Year 7, St Luke's accesses a series of in-house sessions through the BCP Brighter Futures 'Moving on Up' Programme.
How are the school's resources allocated and matched to children's SEND?	All schools receive an amount of money per child on the school roll. Schools receive additional funding for some children with EHC plans. Children with EHC (Education, Health & Care) plans have individualised support as detailed in their plans which are reviewed annually.
How is the decision made about what type and how much support my child will receive?	Support for each child is decided by class teachers and the SENCo based on progress and attainment data, evidence from specific in-school assessments and advice from agencies outside school. The allocation of support for your child is outlined on their PLP (Pupil Learning Plan). Parents are kept up to date with this through regular formal consultations and informal discussion with the class teacher. The aim of SEND support is to enable the child to make progress by overcoming the barriers to their learning. The PLP means that school staff are familiar with the strategies which support each child as they move through the school, teachers can address the priorities for each child and the SENCo can regularly monitor and review this.





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	How can I be involved?	<p>St Luke's welcomes all parents into school, as volunteers, observers and learners. You can offer to support by volunteering to read with children in school or with activity days, trips and visits as well as assisting with our regular walks to St Luke's Church. Please talk to the class teachers or the school office about this.</p> <p>The St Luke's PTFA are always keen for new members – please see the school website for more information or ask at the school office.</p> <p>We signpost Parenting classes at St Luke's – if you are interested, please contact Kerry Cutler, Family Support Worker via the school office or <a href="mailto:stlukesfsw@coastalpartnership.co.uk">stlukesfsw@coastalpartnership.co.uk</a></p>
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There is more information available in the Coastal Learning Partnership's policy for Inclusion & SEND which is available on the CLP website:

The Local Offer for Bournemouth Local Authority can be found at:

<https://www.bcpfamilypartnership.co.uk/kb5/poole/fis/localoffer.page>

This provides information on services and activities for children and young people living in Bournemouth, Christchurch and Poole aged 0 to 25 with special educational needs and disabilities.

*This report is due for review in October 2022.*