



Coastal Learning  
PARTNERSHIP



## Special Educational Needs and Disability (SEND) Policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Achievement
Policy Ratified:	October 2021
Review Date:	October 2022

Additional School Procedure	
Committee:	FGB
Procedure Adopted:	November 2021
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## 1.0 Aims

- 1.1 The aim of the Partnership's SEND policy is to support schools in making appropriate provision of education for pupils with SEND. As well as promoting high standards and the fulfilment of potential, Partnership schools must make their best endeavours to enable pupils to achieve their best, become confident individuals and make a successful transition to the next stage of education.
- 1.2 This policy should be read in conjunction with the SEND Code of Practice, each school's Special Educational Needs and Disabilities (SEND) Information Report and Accessibility Policy, which are available on each school's website. This policy document should also be read alongside BCP's local offer for SEND support which is available via [this hyperlink](#) or Dorset Council's local offer which is available via [this hyperlink](#).

## 2.0 Vision for pupils with SEND

- 2.1 Our vision is one of educational provision where all pupils with SEND have access to the support that they need to fully participate in the broad and balanced curriculum.

## 3.0 Definition of Special Educational Needs

- 3.1 *"A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they*

- have a significantly greater difficulty in learning than the majority of others of the same age, or*
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools"*

*(SEND Code of Practice for 0 – 25 years, DfE, June 2015)*

- 3.2 A pupil has special educational needs if they have a learning need that calls for special educational provision to be made. A child should not be identified as requiring special educational needs solely on the basis that they use English as an additional language.
- 3.3 A pupil has special educational needs if they have a disability which prevents or hinders them from accessing education and therefore requires special educational provision. Special educational provision means, for a child of two or over, educational provision which is additional to, or otherwise different from, that educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area. (Education Act 1996, Section 312).

3.4 Not all pupils with disabilities have SEN and not all pupils with SEN meet the definition of disability, however, this policy covers all of these pupils.

#### 4.0 Roles and Responsibilities

**4.1 The Trust Board** determines the Partnership's general policy and approach for education of children with SEND as detailed in the SEND Code of Practice. The Trust Board makes strategic decisions on the allocation of Partnership resources by understanding the impact of provision for pupils with SEND.

**4.2 The Local Governing Body** is responsible for holding school leaders to account for implementing the Partnership's policy and ensuring compliance with statutory duties. In addition, LGBs must:

- Establish the appropriate staffing and funding arrangements for pupils with SEND;
- Identify a link Governor for SEND who is available to offer support and challenge to school leaders;
- Publish information on the school website about the implementation of the policy for pupils with SEND an annual basis via the 'SEND Information Report' (see appendix 1) ensuring that this is easy to understand and accessible;
- Publish an accessibility plan for the school on a triennial basis, or sooner where required;
- Receive the Partnership SEND audit on a triennial basis, or sooner where required (see appendix 2 and section 5.2);
- Prioritise admission of pupils with SEND in accordance with the school's published admissions policy (see section 7.0).

**4.3 The Head teacher** has responsibility for day-to-day management of all aspects of the school's work, including the provision for children with SEND. This includes, but is not limited to:

- Developing a whole school approach to the identification of pupils with SEND;
- Establishing the appropriate staffing and funding arrangements for pupils with SEND;
- Incorporating the quality of teaching and progress of children with SEND within the performance management process;
- Co-operating with the LA and other partners to explore how the needs of children with SEND can be met;
- Ensuring that pupils with medical conditions are supported appropriately;
- Prioritising inclusive practice at all levels;
- Promote high quality transition at all points;
- Reporting to Local Governing Body, the outcome of monitoring activities involving SEND pupils or the effectiveness of the school in delivering the aims of this policy.

**4.4 The SENDCo** is the member of staff designated to co-ordinate the provision for pupils with SEND. They should act as a champion for inclusion and:

- Champion early identification of children with SEND in collaboration with professional colleagues, through discussion, observation and through the monitoring and evaluation of formative and summative assessment information;
- Maintain and update a register of all identified children;
- Take a leading role in the day-to-day management of inclusion for children with special educational needs and/or disabilities;
- Work directly with teachers in order to develop highly inclusive teaching;
- Liaise with class teachers in the administration of appropriate monitoring and screening procedures;
- Advise teachers on target setting, planning, differentiation, teaching strategies and the matching of appropriate resources to children's special learning requirements;
- Support colleagues with ideas, techniques, knowledge and research for the whole range of children with special needs, identifying training requirements when appropriate (see Code of Practice Framework);
- Support teachers with recording strategies within a school support plan (SSP) when it is required;
- Liaise with other schools and educational support services and coordinate the provision of any advice from outside agencies;
- Prepare information on how money has been allocated where requested;
- Liaise with parents and to encourage equal participation in the education and development of their child;
- Ensure that pupil records are maintained and updated.

**4.5 Teaching staff** are responsible for the provision of highly inclusive teaching. Teachers are accountable for the outcomes of pupils with SEND and must respond to needs by:

- Promoting a culture in which differences are valued;
- Using materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Offering a highly differentiated curriculum in order to ensure access and success in the full range of subjects;
- Addressing all forms of bullying;
- Encouraging all pupils to participate fully, regardless of their disabilities or medical needs;
- Having high aspiration and expectation for pupils with SEND;
- Writing individual support plans in liaison with the school SENDCo;
- Ensuring that any additional adults supporting a child with SEND are clear about their roles and responsibilities;
- Informing parents of their child's provision, progress and involving them in setting key targets;
  - Maintaining up-to-date information about the progress of pupils with SEND.

Within Partnership schools, all teaching staff follow school specific procedures to identify, assess, plan and review provision for children with SEND.

## **5.0 Monitoring and Evaluation**

5.1 School leaders should monitor and evaluate the impact of the school's provision for inclusion and children with SEND. In doing so, leaders may consider the extent to which:

- Teachers understand the aims of the policy and subscribe to the provision made;
- Teachers have the resources necessary for teaching all of the children in their care;
- Children, including those with SEND are receiving the help they need and that they are making good progress;
- Parents of children with SEND believe their children's educational needs are being met;
- Parents and teachers work in partnership for the benefit of the child;
- Children are happy with the provision being made for them;
- Internal and external monitoring identify effective support;
- Highly inclusive teaching, as a result of effective planning/differentiation, ensures inclusion and progress for all.

5.2 It is recommended that the SEND audit tool (appendix 2) is completed on a triennial basis and shared with the SEND link governor. The audit tool will help leaders and governors to understand areas of strength and those that require further development. The tool is intended as a working document that is added to over time.

## **6.0 Identification, assessment and review**

6.1 The assessments and concerns of teachers, parents and external specialists must be taken into account when ascertaining whether a pupil has SEND. To do this, the SENDCo will assess individual placement within the 2015 Code of Practice framework by:

- Asking questions;
- Observing individual children to identify needs and individual progress;
- Obtaining information through regular liaison with class teachers;
- Monitoring records of attainment, teacher assessments and statutory assessments;
- Using a range of assessments to identify specific areas of need such as: the cognitive profiling system (CoPs); British Picture Vocabulary Scales (BPVS); Phonological Assessment Battery (PhAB); Wide Range Intelligence Test (WRIT);
- Using Dyslexic screeners where appropriate;
- Obtaining assessment reports and advice from the Educational Psychologist and other services;
- Taking note of other outside agency advice and reports (Health, Social Services etc).

Where a school makes special educational provision for a pupil with SEND they should always inform the parents (SEND code of Practice 2015).

**6.2** Partnership schools adopt a graduated approach with four stages of action: assess, plan, do and review, following the guidance set out in the SEND Code of Practice. Each Local Authority has developed detailed local guidance regarding the graduated response of need within the four areas:

- Cognition and Learning;
- Communication and Interaction; □ Social, Emotional and Mental Health; □ Sensory and Physical.

**6.3** Schools may request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention following a graduated response, a pupil remains a significant cause for concern. A Statutory Assessment can be requested by a parent or outside agency. In order to proceed with the statutory assessment, a school should have a range of information upon which it can draw, which may include, but is not limited to:

- The actions followed from the graduated response that the school has already undertaken;
- Records and outcomes of regular reviews undertaken;
- A pupil's provision map;
- Information on the pupil's health and relevant medical history;
- Attainment, information regarding the pupil's progress and school internal assessments;
- Other relevant assessments from specialists such as support teachers and educational psychologists;
- Behaviour logs and records of exclusion (where appropriate);
- The views of the pupil's parents;
- The views of the pupil (where appropriate);
- Social Services/Educational Welfare Service reports; □ Information from any other involvement by professionals.

**6.4** An Educational Health Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the Local Authority considers the child requires provision beyond what the school can offer within normal pupil funding parameters. A request for a Statutory Assessment does not inevitably lead to an Educational Health Care Plan (EHCP) and that the granting of an EHCP may not lead to additional funding.

**6.5** An EHCP will include details of learning objectives and other educational or health outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP;
- Established through parental/pupil consultation;
- Implemented in the classroom;
- Delivered by the class teacher with appropriate additional support where specified.

In reviewing EHCPs, Partnership schools follow their Local Authority procedures in relation to national review points as detailed below:

- At the end of a key stage;
- When a placement has changed;
- When there has been a significant change in a pupil's level of need;  Annually, as appropriate (taking into consideration the criteria above).

In each school, the Inclusion Leader / SENCo will organise these reviews and invite:

- The child's parent, guardian or carer;
- The child if appropriate;  The relevant teacher;
- The SENCO/Inclusion Leader.

The aim of the review will be to:

- Assess the pupil's progress in relation to targets;
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it;  Set new targets for the coming year.

6.6 The progress of pupils with SEND is monitored as detailed in the Partnership's assessment handbook. In addition to this, all Partnership schools will ensure:

- Additional testing is used as appropriate/advised by outside agencies to gain more detailed information about a pupil's needs;
- Results of testing are shared with other relevant parties, including parents;
- Results of testing contribute to the criteria for inclusion of a child on SEND register (as per each Local Authority's published SEND criteria.)
- Support plans are reviewed and amended in light of the assessment information generated for each child (these need to reflect clear targets that are appropriate next steps for each pupil to work on);
- Small steps of progress are used to inform teaching sequences;
- Support plans will be shared with parents.

6.7 School leaders are responsible for directing the use of funds allocated by the Partnership to meet the needs of pupils with SEND. In some cases, a school will receive additional funding from the Local Authority where the need of a pupil is particularly high in terms of adult support or specialist resources or provision. Funding is normally spent on:

- Teaching Assistants;

- More detailed assessments (e.g. SENISS);
- Specialist equipment;
- Staff training;
- Specific programmes of learning to meet individual needs; □ Interventions.

Within Coastal Learning Partnership, it is recognised that the greatest resources are the teachers and other adults that a pupil may be working with. The SENDCo will ensure that members of staff have up to date knowledge and training so they are best placed to support pupils alongside required equipment and resources.

6.8 Parents of children with SEND have considerable knowledge and experience which should be acknowledged and shared. All schools within the Partnership work with parents to support them in:

- Playing an active and valued role in their child's education;
- Having knowledge of their child's entitlement within the SEN framework;
- Making their views known about how their child is educated and supported;
- Having access to information, advice and support during assessment and any related decision-making process about SEND provision.

The Partnership expects that parents and carers are:

- Welcomed and encouraged to discuss their child's needs openly with the class teacher and SENDCo so that planning is based on the needs of the child;
- Given regular access to information regarding their child's support and progress through review meetings and individual appointments at a frequency determined by the school or upon request from the parent/carer;
- Informed of who to contact regarding their child's SEND, within school or through partner organisations.

## **7.0 Admissions Arrangements for SEND pupils**

7.1 The admissions policies of Partnership schools prioritise the entry of pupils with an education, health and care plan (EHCP) where the Partnership school being applied to is named. The child will be admitted to the school and the number of available places against the PAN will reduce correspondingly. Admission of children with an EHCP is dealt with by the pupil's home Local Authority (LA) (which is where they reside). In exceptional circumstances, a school may be unable to meet the very specific needs of a child. In an event where the Local Governing Body feels that the school is unable to meet a pupil's needs, this is then referred back to the Local Authority's SEN team.

7.2 Parents or carers seeking the admission of child with accessibility needs are advised to approach the school well in advance so that a consultation regarding access arrangements can take place and appropriate actions taken (please refer to each school's Disability and Access Arrangements Policy for more information).

## **8.0 Working with outside agencies**

8.1 Schools within the Coastal Learning Partnership value specialist advice and support from a variety of professional and voluntary services.

8.2 Schools may liaise with a range of external services, where this serves the best interests of each pupil. This includes:

- Social Services.
- Education Welfare Service.
- School Nurse.
- Community Paediatrician.
- Physiotherapy.
- Occupational Therapy.
- Speech and Language therapists.
- Special Educational Needs and Inclusion Service.
- Visual and hearing impaired team.
- Mental health team.
- LA advisors for SEN, G and T, EAL pupils – including Educational Psychologists. □ Art and Play Therapists.

## **9.0 Complaints**

9.1 Any complaint should be made through Coastal Learning Partnership's Complaints Policy. This document is available via the school or Partnership website.

APPENDIX 1: SEND Information Report – St Luke’s C of E Primary School

	<p>About St Luke’s</p>	<p>St Luke’s C of E Primary School is a two form entry primary school in Winton, Bourne Junior site, 5 minutes’ walk apart. At St Luke’s C of E Primary School, we promote this through the teachings of Jesus: to love God and to love one another. We celebrate this in every person and encourage the children to play a part in the life of the school and community, we value the abilities and achievements of all our pupils, and are committed to providing 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. To contribute to the range of difficulties experienced by some children, we believe that the best way forward is parents, teachers and pupils working together.</p> <p>The SEDNCo (Special Educational Needs Coordinator) at St Luke’s is Sally Mitchell, the Governor for SEND is Kate Greenham.</p>
	<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 the curriculum.</li> <li>• To ensure the identification of all pupils requiring SEND (Special Educational Needs) wherever possible.</li> <li>• To ensure that pupils with SEND are fully involved in all school activities and extra-curricular activities.</li> <li>• To ensure that parents of SEND pupils are kept fully informed of their child’s progress.</li> <li>• To ensure that pupils with SEND are involved, where practicable, in decision making.</li> <li>• To ensure that children are equipped to make a successful transition to the next stage of their education.</li> <li>• To liaise with outside agencies, when this would be beneficial, in order to access specialist services and parents.</li> </ul> <p>Provisions made by the school are tailored to the needs of the pupil, are extremely flexible and are experienced in working with all areas of SEND and are highly committed to making every child happy, demonstrated through secure self-esteem, feeling valued and celebrating their achievements.</p>

## APPENDIX 1: SEND Information Report – St Luke’s C of E Primary School

	<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>
	<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>

<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>
<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>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>

<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>
<p>How accessible is the setting environment?</p>	<p>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.</p>

	<p>How will the setting prepare and support my child moving to the next stage of education? How will you increase their independence?</p>	<p>As St Luke's is a split site school, our staff are experienced in guiding children through transition to a new building &amp; 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, &amp; 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 &amp; 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.</p>
	<p>How are the school's resources allocated and matched to children's SEND?</p>	<p>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 &amp; Care) plans have individualised support as detailed in their plans which are reviewed annually.</p>
	<p>How is the decision made about what type and how much support my child will receive?</p>	<p>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.</p>
	<p>How can I be involved?</p>	<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. 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. 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>