**St Luke’s Primary School - SEND Report** **– 2022-23**



Note: As all children at St Luke’s have a Special Educational Need and Disabilities (SEND) this report is for all children, therefore no specific mention will be made to SEND throughout the report.

1. **SENCO**

There is no specific requirement for special schools to have a Special Educational Needs Co-ordinator (SENCO). At St Luke’s many of the specific functions of a SENCO are carried out by individual class teachers (writing individual plans, preparing annual review reports, attending reviews, keeping individual records) or by the Headteacher (co-ordinating annual reviews).

1. **Admissions**

St Luke’s is supportive of children with a range of special educational needs and disabilities. Places are usually offered to children who have one of the following needs:

* Moderate Learning Difficulties (MLD) and Complex Needs
* Severe Learning Difficulties (SLD)
* Profound and Multiple Learning Difficulties (PMLD)
* Physical Difficulties (PD) and learning needs
* Autistic Spectrum Disorder (ASD) and learning needs

Specific provision is made within St Luke’s for some children with profound and multiple learning difficulties and complex needs.

Admissions to St Luke’s Primary School are arranged by the SEN Team at North Lincolnshire Council.

The SEN Team can be contacted by:

Email: [special.needssection@northlincs.gov.uk](mailto:special.needssection@northlincs.gov.uk)

Telephone: [01724 297148](tel:01724%20297148)

Post: Special Educational Needs Team

People Directorate   
Hewson House   
PO Box 35   
Station Road   
Brigg   
North Lincolnshire   
DN20 8XJ

Web link:

<http://www.northlincs.gov.uk/schools-libraries-learning/sen/>

1. **Equality of provision**

All children at St Luke’s are treated equally. Provision at St Luke’s ensures all children have access to the same whole school opportunities and experiences. St Luke’s has an active Equality and Diversity Policy and we ensure all staff and children follow this policy. A copy of the Equality and Diversity Policy can be found at <http://www.stlukesprimary.com/policies.html> (paper copies are available on request).

1. **Accessibility**

St Luke’s is accessible to all children. The building design ensures that all children can access all classes. Adapted classrooms ensure that any child can be integrated into any lesson. Hoisting equipment is available in most classrooms. Classrooms are adapted to meet the needs of all children and hoisting is added as required. The whole school site is wheelchair accessible.

When planning any changes to the building or the outside environments consideration is always given to the accessibility of the equipment for children in wheelchairs and children with limited mobility. For example the adventure playground was designed to ensure parts of the equipment are accessible to all children within the school, allowing children in wheelchairs to play alongside their peers. When designing the new sensory room hoisting equipment was added to ensure the children can access all of the equipment. A ramp was purchased with the new stage to ensure all children have the opportunity to go on the stage during Christmas Performances.

St Luke’s has disabled changing facilities for children and staff. There are two Disabled Changing Spaces for children which include hoisting equipment and beds for changing children. There are two disabled toilets within the school building.

To ensure St Luke’s continues to meet the needs of the children and to enable all children to access the school curriculum we consult closely with physiotherapists, occupational therapists, speech and language therapist, the hearing impaired service and visual impaired service. Each child’s physical needs are assessed to ensure the building design and equipment is appropriate for the children. The range and quality of equipment is updated yearly (or when required) to ensure it meet the needs of the children. Audits of the communication environment and visual environment take place yearly and adaptations are made to the building following these audits.

The listening environment of the school has been improved by adding communication boards to the outside of each teaching space. The enables children with specific communication difficulties to understand what the purpose of each teaching space is. To ensure children with visual impairments can access the curriculum better black out binds have been added to their main teaching space.

A copy of the school’s accessibility plan can be found here <http://www.stlukesprimary.com/policies.html> (paper copies are available on request).

1. **Effectiveness of provision**

School leaders monitor provision in all classes regularly. This included termly observations of teaching and learning, drop-ins and learning walks by the school leadership team. The leadership team and other school leaders (including The School Governors) also monitor the quality of work in pupil’s books and ensure there is moderation of children’s work. They also hold termly pupil progress meetings with the class teachers. School leaders undertake termly reviews of home school communication, which take place alongside the Governing Body.

Other monitoring and evaluations of specific aspects of school provision also takes place, such as:

* Monitoring the quality of communication provision
* Monitoring the quality of provision for children with autism and/or sensory differences
* Monitoring the quality of provision for children with profound and multiple learning needs

This approach ensures there is effective provision for all pupils. The school also invites other professionals to help monitor the quality of provision, an example of this is the communication leads holds termly meetings with the Speech and Language Therapists, the nursing team, the physiotherapists and occupational therapists to assess the quality of provision for children with medical needs.

1. **Arrangements for addressing and reviewing progress of pupils**

St Luke’s staff have a number of different measures for assessing and reviewing the progress of pupils. These include:

**The St Luke’s Assessment Tool**

At St Luke’s we have devised our own assessment system to enable us to effectively review the progress of pupils. Teachers complete the St Luke’s Assessment Tool on a half termly basis and mark on the assessment system the progress children have made and it allows school staff to track progress of individual children within the school year.

The St Luke’s Assessment Tool is based on the P Scales, National Curriculum and Routes for Learning for Children in Key Stage 1 and 2. In the Early Years Foundation Stage the Assessment System is based on Development Matters (the Early Years Developmental Steps)

We are presently moving to a new assessment system which is based on the Pre-Key Stage Standards and the National Curriculum Year Descriptors

Parents will receive information at the time of their child’s annual review and at the end of the academic year which will show if their child is beginning, developing or secure for each level

**School Based Targets**

Each child has targets set to demonstrate how much progress they are expected to make over an academic year. These targets are based on previous national performance measures and our knowledge of the progress different children make at different levels.

Staff at St Luke’s School monitor the levels of progress children make against the targets set at the start of the academic year. Progress of pupils is monitored termly (in line with the expectations of Ofsted). If any children are identified to be falling behind then interventions can quickly be put into place.

**Early Years Foundation Stage**

Staff working with children within the Early Years Foundation Stage (EYFS) monitor the attainment and progress of pupils using the St Luke’s Assessment Tool, which is based on Development Matters. At the end of EYFS the children are assessed using the EYFS Profile. This demonstrates how well the children have done against the Early Learning Goals.

**Routes for Learning**

Routes for Leaning is an assessment tools that staff use to support the assessment of pupils working on a pre-formal curriculum. Routes for Learning is used to assess the children’s progress in the two key areas of cognition and communication.

**Letters and Sounds/Phonics Screening Check**

At St Luke’s we follow the Twinkl Systematic Synthetic Phonics Scheme to teaching phonics. The Twinkl phonics scheme focusses on children being able to hear and say the individual sounds in words (to write words) and then blend these sounds (to read words). At the end of Year 1 children who are demonstrating a good understanding of Phonics are entered for the Phonics Screening Check. You can find out more about our approach to phonics at: <http://www.stlukesprimary.com/reading-and-phonics.html>

**National Curriculum Tests (commonly known as SATs)**

National Curriculum Tests take place at the end of Year 6. If children are working at the required level then they will be entered for the tests.

1. **Approaches to teaching pupils**

At St Luke’s we tailor teaching approaches to individual children’s needs. Teachers plan lessons thinking about individual children and what approaches are required to help that child to make the best progress they can. Alongside this some specific approaches to teaching are used for some groups of pupils.

1. Pre-formal Learning - Children working below Stage 4 of the ST Luke’s Assessment Tool follow a specially adapted programme of learning and the Routes for Learning programme. This supports their learning in the areas of communication and cognition. We have developed this approach to teaching for some children working within P4 and P5.
2. Letters and Sounds – children who are ready to start learning phonics follow the Letters and Sounds programme. This helps to develop their understanding of phonics and the skills needed to read and write.
3. Approaches to teaching children with autism are specific to the child. Some of the approaches used with children at St Luke’s include; the use of visual timetables, work structures, the use of work stations, symbol exchange systems, sensory approaches (programmes designed by a qualified Occupational Therapist), social stories and First and Then strips.
4. **Curriculum Adaptations**

The curriculum is adapted to ensure all children have access to a wide variety of activities and experiences. In some cases the curriculum is complemented with adaptations to support specific children’s needs.

Some children with mobility difficulties have access to specific therapies to enhance or as an alternative to group PE sessions. The therapies they access include; movement activities, Sherbourne Movement sessions, Rebound Therapy and Hydrotherapy.

Some children with communication and interaction needs may access a number of different sessions to support their needs. These may include sensory breaks, intensive interaction sessions or an early morning PE session.

Children following a pre-formal curriculum have a personalised curriculum in place. This highlights the specific targets the children will be working on throughout the school day. Targets are set for cognition, communication, mobility (if required) and independence. Communication targets are set in conjunction with the Speech and Language Therapist.

All children have individual target sheets which highlights the key areas of learning they are working on. These are linked to their EHCP targets.

1. **Additional Support for Learning**

Children at St Luke’s are funded according to their needs. The school receives £10,340 per place (funded presently at 180 places) and top-up funding for individual children; which is based on their individual needs.

When classes are created for the start of each academic year the Senior Leadership Team identify what appropriate support is needed for each teaching group, based on the needs of the children. Staffing levels and support for teaching groups are reviewed regularly to ensure appropriate support for learning.

All children are taught in their class group throughout the day. All class groups are mixed ability and support children with a range of needs. During the Academic Year 2023-24 we are reducing the range of ability within each group. Some children may have specific sessions outside of their class group to support their specific needs. Extra groups are put in place to provide support to some pupils with communication and interaction needs or some children with physical/profound and multiple learning needs.

St Luke’s does not promote the use of teaching assistants being attached to a specific child for the majority of the school day. One to one support may be given to a child during the day, but this will be by a range of different adults from the child’s class team and times when a child is encouraged to be independent are identified throughout the school day.

1. **How the school enables children to engage in activities**

No child will be excluded from an activity due to their medical needs or disability. When an external activity is brought into school staff identify if it is appropriate for the children or differentiate it to ensure it is.

If a child is finding it difficult to engage in a large group activity (e.g. assembly or a music session) then school staff will put strategies in place to support this. Staff will offer individual support to help the child to access the activity. For example if a child finds assemblies difficult they may have a plan which states that they should only go to a small part of assembly. The amount of time they access assembly will be gradually increased over time. Other work will be completed with the child to support their integration back into the whole school activity. This may include visual support, timetables or the use of social stories.

1. **Improving children’s emotional, mental and social development**

At St Luke’s school we follow a range of different strategies to ensure we meet the children’s emotional, mental and social development needs. For most children this will be provided through the school curriculum, particularly during Personal, Social and Health Education sessions. For some children who require more specialised support school staff work closely with a range of agencies such as the Educational Psychology Service, Children and Adolescents Mental Health (CAMHs) and Clinical Psychologists. For some children we set up individual management plans which highlight some short term and long term strategies to meet their emotional and social development.

St Luke’s has developed a range of other strategies to support children’s emotional, social and mental development. These include:

* Creating nurturing environments
* Teaching socialisation skills and creating opportunities throughout the school day for children to practice their social skills
* Using the schools behaviour tool to promote positive approaches to supporting children with social and emotional needs.
* Understanding the children’s level of emotional development and supporting them to improve this level.

1. **Expertise and training of staff**

**Training**

All staff working at St Luke’s have completed school based training upon starting at St Luke’s. Training is updated regularly. Training includes:

* Communication – Training to ensure all staff are able to meet the communication needs of the children and deliver speech and language programmes
* Moving and Handling – Training to support the moving and handling requirements when working with children with physical disabilities.
* Team Teach – Team Teach focusses on de-escalation techniques and positive handling
* Medical Needs – Training from the school based nursing team to meet the medical needs of the children

Induction procedures have been developed to include further training, including;

* How to work with children with special educational needs
* Supporting children with profound and multiple learning needs
* Supporting Children with Autism
* Health and Safety
* Risk Assessments
* Safeguarding Children

Staff have undertaken Level 2 Safeguarding Training and specific training on safeguarding children with a disability; this is updated regularly. Staff have also received training on promoting positive behaviour, supporting children with profound and multiple learning needs, understanding sensory differences and supporting children with autism.

Some staff have received specific training on key areas of school development. These relate to individual or specific groups of children.

**Support from outside agencies**

Specific support is sought from a range of agencies to help school staff best support the needs of the children. This support may be general strategies that are focussed to individual children’s needs. School staff’s work with agencies includes termly planning meetings, were school staff work with therapists to set targets for the children. Staff will also seek support from agencies if the needs of the child changes or a specific programme is completed. Agencies that support the training and development of staff at St Luke’s are:

* Speech and Language Therapy
* Physiotherapy
* Occupational Therapy
* Visually Impaired Service
* Hearing Impaired Service
* Educational Psychologists
* Clinical Psychologists
* Dieticians
* The school nursing service
* CAMHs

1. **Facilitation of equipment and resources**

Any specific equipment that a child needs will usually be identified in their transition into school. The school works closely with therapists to ensure this equipment is in place when they start school. Sometimes, due to the specialist nature of the equipment, it can take a long time for the equipment to arrive. This is not a barrier to children starting at St Luke’s. Equipment required by the children is reviewed regularly by school staff and therapists and new equipment is purchased when required. Examples of equipment we use at St Luke’s may include:

* Work chairs
* Standing frames
* Walking frames
* High tech communication aids
* Low Tech communication aids
* Work stations

St Luke’s school is already well equipped with fixed hoists and mobile hoists to ensure children with mobility difficulties can access learning in all environments around the school.

1. **Arrangements for consulting parents and involving parents in their child’s education**

**Annual Report**

At the end of the academic year a report on the progress of pupils in English, Maths and the Thematic Curriculum is sent home to parents. This details the end of year data that we have for your child. If your child is in Year 1 or 2 then there will be information on the Phonics Screening Check. Children in EYFS will receive information on levels achieved against the EYFS framework.

**Education Health and Care Plan Review**

At the time of their Education, Health and Care Plan Review meeting parents will receive information about what level their child is working on in Maths and English. At this time you will also get to meet with a member of senior staff and your child’s teacher. The meetings at St Luke’s are child centred and your child will be invited to the meeting. This meeting involves a review of your child’s education over the year and the setting of targets for the coming year. These meetings take place once a year.

**Parents Day/Evening**

At parents evenings parents and carers will have the opportunity to meet with their child’s teachers and review the work that your child has been doing, discuss ideas for work you can do with your child and identify any further areas of support you would like us to give to your child.

**Other meetings**

If you feel you would like a meeting with your child’s teacher then please do not hesitate to contact them. All teachers are open to meeting with parents at times convenient for both.

1. **Arrangements for consulting children and young people about their education and involving them in their education**

**Individual Lessons**

At St Luke’s we believe that children should be included in making decisions about their own education. In individual lessons teachers carry out Assessment for Learning strategies with the children. This involves ensuring the children understand what they are learning about and what they need to do in the lesson. The children then review their progress throughout the lesson and at the end of the lesson.

**Friday Review Lesson**

On Fridays in Key Stage 1 and 2 the children have a review lesson. This gives them the opportunity to reflect on what they have learnt during the week. The children complete a review page in their home school planners. This time is also used to prepare children for their annual review meeting.

**Friday Afternoon Options**

On Friday Afternoons the children take part in options. This involves them choosing which options group they would like to attend. The children also have the opportunities to suggest options groups.

**School Council**

Two children from each Key Stage 2 class are elected to the school council. These children attend school council meetings. At the school council meetings the children discuss issues related to the school. For example, any special events they want to take part in, clubs at lunchtime, playground resources. Decisions made by the school council are passed on to senior leaders and used to inform future school planning.

Children from EYFS and Key Stage 1 classes have a representative on the school council. Their representative will visit classes before the meeting and get the other children’s views. The representative then takes their views to the full school council meeting.

**Working Parties**

School council working parties debate key issues relating to school policy. This will help to inform school policy on these areas.

**Education Health and Care Plan Reviews**

All children are involved in giving their own opinions for their review meeting. For some children class staff will act as advocates for the child. We expect all children to attend their review meeting for at least part of the meeting.

1. **Complaints about provision**

For details about the school’s complaints procedures please see

<http://www.stlukesprimary.com/complaints.html> (hard copies available from the school office)

In the first instance we would recommend that you contact the class teacher or a member of the school leadership team who would try to find a solution to your concerns. If after that you still have a concern then the above link will explain the process.

1. **Contact details of support services**

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| --- | --- | --- |
| **Service** | **Address** | **Telephone Number** |
| Speech and Language Therapy | Monarch House,  Arkwright Way,  Scunthorpe,  DN16 1AL | 01724 203755 |
| Physiotherapy | As above |  |
| Occupational Therapy | As above |  |
| Visually Impaired Service | Disability Service Hewson House Station Road Brigg North Lincolnshire DN20 8HX | [01724 407988](tel:01724%20297945) |
| Hearing Impaired Service | Disability Service Hewson House Station Road Brigg North Lincolnshire DN20 8HX | [01724 407988](tel:01724%20297945) |
| Educational Psychology | c/o Church Square,  30-40 High Street,  Scunthorpe  DN15 6NL | [01724 853400](tel:01724%20297945) |

1. **School’s arrangements for supporting transfer between phases of education**

**Transition into St Luke’s**

When a child has been offered a place at St Luke’s then we put in place a transition package. This is tailored to the individual child’s needs. This usually consists of a member of staff visiting the child in their present setting (e.g. home, childcare provision, nursery or school). The child and their family will also have the opportunity to visit St Luke’s. We then gradually build up the amount of time the child spends at St Luke’s through transition visits until they are ready to start full time.

During the transition period we work with other agencies involved with your child to ensure that we have all the information required to meet your child’s education, care, health and emotional and social needs.

**In school transition**

During your child’s time at St Luke’s they will move to a number of new classes. This can usually be a difficult time for parents and the child, so to reduce concerns we have a number of measures in place. These are:

* Staff get to know the children that are going to be in their class in the next year by visiting them in their present class
* Teachers and other staff meet with your child’s present teacher
* Paperwork is shared with the new class
* Parents are invited into school to meet with their child’s new teachers
* Children have transition visits to their new class
* Children start their new class before the end of the term, to help reduce anxieties over the holiday period.

**Transition from St Luke’s to the next phase of education**

Early in Year 6 we start planning for the next stage of their education. A transition meeting is held at the time of the Education Health and Care Plan Review meeting. At this meeting we discuss what placement the parent is wanting for their child and we consider the child’s views. We also explore priority learning targets during the transition period. This meeting is a joint meeting between St Luke’s staff and staff from your child’s future school. The meeting focusses on what the new school need to know about your child so they are ready for them for the next academic year.

Over the course of Year 6 your child will have opportunities to visit their new school with members of staff from St Luke’s. The transition visits will start small (usually half days) and gradually move up to a full day. During this period we also encourage your child to attend special events at their new school. Parents will also be invited to meetings at the new school.

Teachers from St Luke’s will work closely with teachers from the new school to ensure all the information needed on the child is passed to them. Therapists and other agencies will also work with the new school to ensure they have all the information they need.

If your child moves onto St Hugh’s then they will move for the last week of the Summer Term. This helps to reduce your child’s anxieties over the summer holiday as they already see St Hugh’s as their new school.

1. **The Local Authorities Local Offer**

The Children and Families Act require all local authorities to publish information about provision in their area for children and young people from 0-25 who have special educational needs (SEN) – a Local Offer.

The SEND Local Offer in North Lincolnshire aims to provide information about resources, services, support, activities and events for North Lincolnshire's children and young people with Special Educational Needs and/or Disabilities and their families.

The North Lincolnshire Local Offer can be found here: <http://www.northlincs.gov.uk/schools-libraries-learning/sen/the-local-offer/>

