

St Luke's Primary School - SEN Report

Note: As all children at St Luke's have a Special Educational Need (SEN) this report is for all children, therefore no specific mention will be made to SEN 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 IEPs, preparing annual review reports, attending reviews, keeping individual records) or by the Headteacher (co-ordinating annual reviews).

2. 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

Telephone: 01724 297148

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/assessment-process/special-educational-needs/>

3. 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.

4. 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 all classrooms.

5. 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.

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
- 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 Speech and Language Therapists regularly take part in Learning Walks to assess the quality of Speech and Language provision.

6. Arrangements for addressing and reviewing progress of pupils

St Luke's has a number of different measures for assessing and reviewing the progress of pupils. These include:

a. P Scales and the National Curriculum

Up to September 2014 the P Scales and National Curriculum Levels were the levels used by schools to assess pupils. The P Scales are the levels below the National Curriculum Levels. The Department of Education have removed the National Curriculum Levels, though these will still be used for end of year assessments for Year 2 and Year 6 children in July 2015. From then on these levels will be discontinued. The P Scales will still be used to assess pupils.

Staff at St Luke's monitor pupil's progress against the P Scales and National Curriculum Levels at present, though we are in the process of devising our own assessment system based on the new National Curriculum and other assessment tools that we use.

b. Progression Guidance

Progression Guidance (2010/11) is a government devised set of progress measures for children working below the National Curriculum levels at the end of Key Stage 1. The Progression Guidance Grids demonstrate how much progress a child should make across Key Stage 2, based on the level they achieved at the end of Key Stage 1.

Staff at St Luke's School monitor the levels of progress children make against the levels shown in Progression Guidance. Progress of pupil's is monitored half termly. If any children are identified to be falling behind then interventions can quickly be put into place.

c. Early Years Foundation Stage

Staff working with children within the Early Years Foundation Stage (EYFS) monitor the attainment and progress of pupils against Development Matters (copies available in school). The record of development goes with the child throughout their time in EYFS. 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.

d. Routes for Learning

Routes for Learning is an assessment tool that staff use to support the assessment of pupils working at the lower P Scales. Routes for Learning is used to assess the children's progress in the two key areas of cognition and communication.

e. Letters and Sounds/Phonics Screening Check

At St Luke's we follow the Letters and Sounds approach to teaching phonics. Letters and Sounds is supplemented by schemes such as Jolly Phonics (for mnemonics) and Guided Reading books from a range of educational suppliers. Letters and Sounds 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 Letters and Sounds are entered for the Phonics Screening Check.

f. National Curriculum Tests (commonly known as SATs)

National Curriculum Tests take place at the end of Year 6. In recent years no children at St Luke's have been entered for the National Curriculum Tests, as they have not met the required level to take the tests. In the future, if children are working at the required level then they will be entered for the tests.

7. 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.

- a) Children with PMLD follow the Routes for Learning programme. This supports their learning in the areas of communication and cognition
- b) 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.
- c) 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 now and next strips
- d) Children with dyslexia are assessed by qualified members of school staff and programmes are designed by these staff members

8. 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; the MOVE programme, 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 working below P5 of the National 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.

9. Additional Support for Learning

Children at St Luke's are funded according to their needs. The school receives £10,000 per place (funded presently at 117 places) and top-up funding for individual children, which is based on their 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.

During the morning (Monday to Thursday) children are taught in ability groups in Key Stage 1 and 2. This is to ensure that children can make the best progress that they can in Maths and English. These groups operate within key stages (for this purpose Key Stage 2 has been split into a and b, a = years 3 and 4, b = years 5 and 6). 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.

In EYFS some children have sessions outside of their class group to support their specific 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.

10. 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.

11. 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.

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.

12. Expertise and training of staff

a. Training

All staff working at St Luke's have completed school based training upon starting at St Luke's. Training is updated regularly. Induction 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

New induction procedures have recently been developed to include further induction 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

All staff have undertaken Level 2 Safeguarding Training. All staff have also received training on promoting positive behaviour, supporting children with profound and multiple learning needs 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 e.g. children with autism or other school development priorities including curriculum, Assessment for Learning and Talk for Learning.

b. 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. Recent work with agencies has also included termly planning meetings where 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
- Dieticians
- The school nursing service

13. 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.

14. 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 and Maths 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.

Annual Review/Education Health and Care Plan Review

At the time of their child's Annual Educational Review/Education, Health and Care Plan Review meeting parents will receive information about what level their child is working on in the core National Curriculum Subjects. At this time you will also get to meet with a member of the senior leadership team and your child's teacher. This meeting involves a review of your child's education over the year and the setting of targets for the coming year.

Personalised Targets

Personalised targets are sent home in your child's home school planner three times a year. These targets are sent home after the autumn half term break, the spring half term break and the summer half term break. When you receive a copy of the targets you will also have the opportunity to meet with your child's teacher.

Open days/events

At St Luke's we aim to have an open event for families each half term. This may include a mixture of coffee mornings, charity days, curriculum days, fun days or more formal opportunities to meet with your child's class team.

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 during the week.

15. 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.

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, behaviour around the school. 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

This year we have set up school council working parties. These working parties debate key issues relating to school policy. The first issue they will be debating will be rewards and snacks. This will help to inform school policy on these areas.

Annual Reviews/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. At present staff work with children in classes to get their views for the meeting. A key school development priority for this year is to start involving the children more in the review process. This will include most children attending their review meeting. For further details of this school improvement priority and other school development priorities please visit :

<http://www.stlukesprimary.com/school-development.html> (a hard copy is available from the school office)

16. 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.

17. Contact details of support services

Service	Address	Telephone Number
Speech and Language Therapy	Epworth House Brumby Resource Centre East Common Lane Scunthorpe, DN16 1QQ	01724 298100
Physiotherapy	As above	
Occupational Therapy	As above	
Visually Impaired Service	Visual Impairment Team Learning Development Centre Enderby Road Scunthorpe DN17 2JL	01724 297945

Service	Address	Telephone Number
Hearing Impaired Service	Hearing Support Team c/o Outwood Academy Brumby Cemetery Road Scunthorpe DN16 1NT	01724 292900
Educational Psychology	Principal Educational Psychologist Learning & Improvement Hewson House PO Box 35 Station Road Brigg North Lincolnshire	01724 297945

18. 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 teacher
- 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

When children are in Year 5 we start planning for the next stage of their education. A transition meeting is held at the time of the Annual Review. 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.

Usually in the Autumn Term of Year 6 there will be a meeting held to review transition arrangements. This will be a joint meeting between St Luke's staff and staff from your child's future school. The meeting will focus 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 full days. 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 July. This helps to reduce your child's anxieties over the summer holiday as they already see St Hugh's as their new school.

19. 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: www.northlincslocaloffer.com