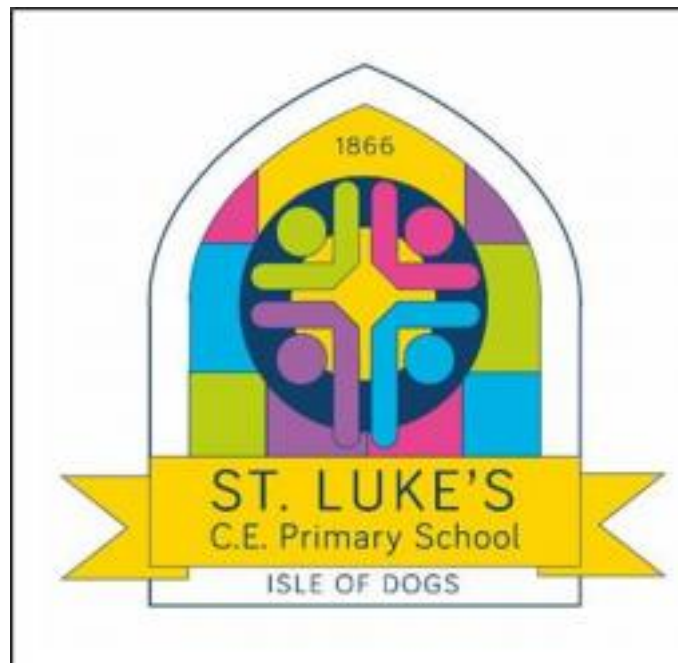


**St Luke's C of E Primary School**  
**Special Educational Needs Information Report**  
**October 2022**



### **What kind of school is St Luke's?**

St. Luke's is a caring Church of England Primary School that is committed to supporting our pupils to be happy, successful, generous and fulfilled throughout their lives. We believe that each of us is unique and valued by God—all made in his image. And so we aspire to provide an outstanding education for all.

We do this by:

- Promoting the highest standards of teaching and learning, with excellent leadership
- Being inclusive, celebrating diversity including all religions, faiths, cultures and backgrounds
- Providing a rich and stimulating curriculum that will inspire and challenge all our learners
- Being a safe, healthy and happy place
- Providing excellent care, guidance and support
- Having a strong partnership between school, parents and the community



We are a primary school for children aged 3-11. We have a nursery for children aged 3 – 4. Children start school in the year that they turn 5 in one of our Reception classes.

There are two classes in each year group from Reception to Year 6.

### **What do Ofsted say about St Luke's?**

During our Ofsted inspection in October 2021 the inspector commented that, “Leaders are determined that no pupil is left behind. Teachers and support staff work well together to meet the learning needs of pupils with SEND.”

In our last inspection in 2021 we were graded ‘good’ overall.

### **How do we give our pupils a voice?**

At St. Luke's we believe the only way to really find out if a child is happy and feeling safe is to hear the views from the children themselves. Especially those children that are most vulnerable.

We make sure we listen to children in our school and respond to what they say in a number of ways, including:

- Clear policies and systems to support children in expressing any worries or concerns that they have.
- Implementing a strong personal, social and health education (PSHE) curriculum in the school that encourages children to speak about their feelings and opinions.
- Holding person centred Annual Reviews by inviting children to plan and make contributions to their Annual Reviews if they have an Education, Health and Care Plan. (EHCP)
- Encourage children to respond to feedback given in marking.
- Making sure our school council is inclusive and represents our whole community.
- Ensuring that our safeguarding procedures are strong and that all staff are well trained.
- Ensuring that children with learning needs have an understanding of different resources they can use to express their voice.

### **How will St Luke's know if your child needs extra help?**



During the summer term before the youngest children start at the school, we invite all the parents/carers in to the school to meet their child's class teacher. We ask parents to let us know if their child has a medical need, disability or they feel their child has any special educational needs (SEN) so that we can discuss this and make sure the right support is in place for their child. In addition to this our EYFS team will carry out a home visit. This allows staff to give parents more information and to see children in their home environment.

If a child has special educational needs it is very important that they get the help they need as soon as possible. In order to make sure that any special needs not known about before starting the school are picked up early, all pupils are assessed during the first few weeks at the school.

Our regular assessment and monitoring procedures continue throughout the children's time at the school to look out for any special needs that develop later.

There are termly progress meetings held for each class. In these meetings the class teacher, the SENCO and a member of the Senior Leadership Team meet to discuss the progress of all pupils in the class. Where there are concerns about a child's progress, these are discussed and appropriate advice is sought and support is put in place straight away.

If we think that a child may have special educational needs, we will arrange a meeting with the SENCO, class teacher, parents and child where appropriate, to discuss our concerns and agree further action and support together.

We have a thorough whole school system for identifying and assessing SEN in pupils. This includes an assessment 'Toolkit' for each area of SEN for class teachers and the SENCO to follow.

### **What should I do if I think that my child may have a special educational need or a disability?**



We work hard to maintain good home/school links and parents are always welcome to speak to us if they have any concerns.

- Ask to speak to the class teacher if you are concerned your child may have SEN.
- A meeting may be arranged for you to meet with the class teacher and the special educational needs coordinator (SENCO), Harriet Pickering.
- This meeting is called a 'Concern Meeting'.
- During this meeting action will be agreed and a time to review the action will be made.

### **My child has an identified Special Educational Need, what support can I expect for their transition to St. Luke's School?**

For children entering our EYFS you will have an opportunity to discuss your child's needs with the class teacher and the SENCO. This will be in addition to your home visit. If your child already has an Education, Health and Care Plan the SENCO may also invite additional professionals involved with your child to this meeting. This means we can listen to the professional advice and put the best support possible in place in advance to them starting school in September.

For children in Year groups 1-6, after being given a place at our school we will invite you and your child in for a school tour with our Community Liaison Officer. You will be asked to complete some additional paperwork so we can get to know your child better, please specify your child's special educational needs. After this, the SENCO will invite you in for a meeting to discuss your child's needs and what support can be put in place for them. If your child has an Education, Health and Care Plan you will be invited in to meet with the SENCO and Head Teacher to discuss your child's transition to St. Luke's. During this meeting we will work together to put together a suitable transition programme for your child.

Transitions at St. Luke's for children with Special Educational Needs are always supported by experienced support staff and strategies such as social stories.

### **How will I know how St Luke's is supporting my child and how will I be involved in decisions about my child's education?**

St Luke's has developed a range of ways in which we support children with additional needs.

We believe it is important that parents and pupils are involved in decisions about the support they receive. This is how we plan and review support together:

- First we identify what the particular issue or problem is.
- We agree a programme of support that is carefully targeted on the particular area of difficulty.
- To see whether the support is helping we set a time frame and we review how things are going during a progress review meeting.

St Luke's aims to use person centred approaches that can make SEN processes more meaningful and effective for children and their parents.

### **How are decisions made about how much / what support my child will receive?**



At St. Luke's we are committed to meeting the needs of all our children through quality first teaching. All our teachers are well trained in using a range of strategies to ensure learners of different attainment levels make good progress. We understand that children with SEND may need personalised planning and resources and we will ensure this is provided when necessary. We are able to provide this support through access to specialist advice and with the support of teaching assistants in our classrooms.

Part of the school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children.

Decisions about which support programme is best for a child are made by the Special Educational Needs Coordinator (SENCO) in consultation with a child's class teacher and parents /carers.

Parents are invited to contribute to planning through a meeting.

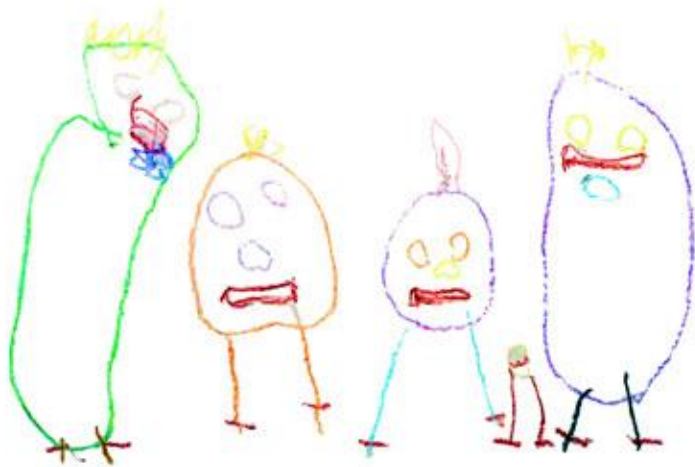
In **exceptional circumstances**, where we feel we are not able to meet a child's needs from our own funds we will apply to the local authority for additional support for a child. Parents can do this too. This additional support is detailed in a document called an Education, Health and Care Plan (EHCP). We are happy to discuss all of this in more detail with parents.

**How will I know how my child is doing?**

All pupils identified as having special educational needs will have a progress review meeting at least once a term with the class teacher and SENCO. During these meetings we will review your child's progress and the impact of the provision in place. You will have regular opportunities to meet with your child's class teacher to discuss their progress. Where appropriate, the SENCO will attend these meetings too.

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

Children with special educational needs are generally taught alongside other children but lessons are designed so that all children in the class learn and make progress.



We do this by planning what's called 'differentiated' lessons. This means that all children are working on the same topic but the activities and questions teachers ask are matched to the ability of the child.

Teachers make lessons lively and interesting. They don't overload children with too much talk, but use lots of visual support to explain and remind. Children have time to think and ask questions. Teachers plan work which is manageable but challenging so that children make progress.

While pupils usually work in the classroom, there are times when they may be withdrawn for 1:1 or group work, to focus on learning a particular skill.

Teachers adapt their talk, the classroom and the equipment used by the children so that every child is able to learn. We follow our specialists' recommendations when planning how to adapt teaching for individual children with SEN.

Some children use specialist ICT equipment to support their learning.

(laptops/notebooks/software)

Some children have 1:1 adult support for part or all of the day.

Some examples of adjustments that we have made are: individual workstations, writing slopes, coloured overlays.

Some children may need help with their attention and concentration in lessons. This might mean giving them learning breaks or breaking lessons down into smaller chunks.

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



Children need to be happy and be able to behave appropriately to learn well so all our class teachers work with children in their class to develop their social skills, behaviour and wellbeing.

We have a clear and strong behaviour policy and anti- bullying policy which we refer to regularly with children. We have child friendly versions of both our policies, as well as social stories to support all children's understanding.

We have a set of school values which form the basis of our work and children are encouraged to reflect upon these values when resolving conflicts.

All children receive regular teaching through our PHSE programme which fosters emotional literacy, conflict resolution skills and self-awareness. We have a psychological therapist who works with children, two teaching assistants are trained in emotional literacy so that they will be able to support children and we also use an Educational Psychologist to work directly with children to enable them to develop effective learning behaviours and build positive relationships.

If a pupil has particular behavioural needs, we create Behaviour Support Plans. We may seek advice from our Educational Psychologist, the Local Authority's Behaviour Support Team or CAMHs. We may have more regular meetings with parents to review our support, these meetings are called Team around the Child (TAC) or Pastoral Support Plans (PSP).

### **What specialist services and expertise are available at or accessed by St Luke's?**

At St Luke's we work with a variety of professionals to support our pupils with special educational needs:

	<b>Communication and Interaction</b>	<b>Cognition and Learning</b>	<b>Social, mental and emotional health</b>	<b>Sensory and physical needs</b>
<b>In school services/support available.</b>	Speech and Language therapist – 1 day a week	Educational Psychologist	Attendance Welfare Advisor – 1 morning a week	Occupational Therapist – independent for supporting pupils with EHC plans.



	<p>Language groups</p> <p>Individual intervention programmes designed by a Speech and Language therapist.</p>	<p>Literacy and numeracy catch up interventions.</p> <p>Specific Learning Difficulties/ Dyslexia interventions. E.g. Sound Linkage/Toe by Toe/Lifeboat</p>	<p>Psychological Therapist – 3 days a week</p> <p>Educational Psychologist input E.g. Cognitive Behaviour Therapy</p> <p>2 ELSA trained teaching assistants ( emotional literacy)</p> <p>Trained Mental Health First Aiders across the school.</p>	<p>Fizzy Skills programme</p> <p>Access to sensory resources - dark den, lightbox and access to sensory materials.</p>
<b>External services we can access</b>	<p>Phoenix Outreach Service (supporting children with a diagnosis of autism)</p> <p>Language and Communication Team</p>	<p>Stephen Hawking Outreach Service – supporting pupils with severe learning Difficulties</p> <p>Specific Learning Difficulties Outreach Teacher for advice</p>	<p>Child and Adolescent Mental Health Service (CAMHS)</p> <p>Behaviour Support Team</p>	<p>Occupational Therapy</p> <p>Physiotherapy</p> <p>Visual Impairment Team</p> <p>Hearing Impairment Team</p>

### **What training do the staff supporting children with additional needs receive?**

Regular training opportunities are planned each term both through in-school training for identified areas of development and accessing external training to meet the needs of specific children. Every staff training session gives consideration to pupils with special educational needs.

Our training programme aims to ensure that all teachers:

- understand the different special educational needs
- know how to plan and teach their lessons in a way that is appropriate for children with special educational needs
- know how to support the emotional needs of children with special educational needs
- understand how important it is to work closely with parents/carers and other professionals.

All staff (not only teachers) are required to attend training.



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

Any trips or outings we plan always include children with special educational needs and/or disabilities. This includes our residential trips in Year 5 and 6.

We use part of our budget to make sure that any support needed can be provided.

We consult with parents/carers where appropriate before arrangements are finalised.

Children with SEND can join any of our extra-curricular activities.

All children are included in swimming from Reception – Year 2.

The SENCO and PE co-ordinator work closely together to talk through any adaptations that may be needed to include your child.

Children with SEND also can engage in a range of activities supported by outside providers, this is facilitated through our SEND sports cluster.

### **How accessible is the school environment?**



The majority of our classrooms are fully accessible for children with mobility issues. We can move our classes if we need to in order to accommodate a child who joins the school.

The school is on four levels with stairs/ lifts on each level allowing for sufficient mobility.

There is disabled toilet access on each level and activities are moved to more suitable rooms as required.

In school we have a range of equipment designed to support the development of children's coordination and motor skills in class but if any child needs additional equipment we will get this through specialist services for example Occupational Therapy.

We have an accessibility plan through which we are making improvements to the school environment over time. The plan can be viewed on our school website.

### **How will the school prepare and support my child during times of transition?**



We have close working relationships with other pre-school providers and services in the local area and we encourage them also to visit to help prepare children who will be joining St Luke's.

As mentioned before, we invite all the parent/carers of children joining the school to meet their child's class teacher during the summer term before their children start at the school. We also ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can make sure the right support is in place for their child.

Children moving into Reception and Year 1 visit their new classroom several times before the start of the new school year.

Reception class teachers introduce the children to the school once they start to make sure they are confident in their new surroundings.

We help older children prepare for secondary school through whole class work in Year 6. This helps the children understand for example how a typical day works in a secondary school, what their timetable might look like, how to find out who to go to for help if they need it. The school's SENCO supports with an additional transition programme for children who may need additional support or children with EHCP's.

We work closely with other local schools, including Special Schools, to aid a smooth transition for children who join the school at other times. Where appropriate, we organise Team Around the Child meetings to facilitate transition. We arrange for our staff to visit pupils in their previous schools and arrange times for the pupil to come and visit us to meet their new class. We use social stories and transition booklets to support this process.

Pupils with more significant special educational needs take part in more extensive transition programmes at the end of each academic year. This includes making their own transition booklets, visiting their new classes and teachers to take photos for the booklet and making an 'All About Me' booklet for their new class teacher.

We use one-page profiles for all pupils with more significant special educational needs as a way of sharing information between members of staff, including lunchtime staff.

#### **Who can I contact for further information?**

- Your child's class teacher.
- The Special Educational Needs Coordinator (SENCO); Harriet Pickering
- The Executive Head Teacher; Rebecca Abrahams
- Tower Hamlet's Local Offer – you can find the link on our school website.