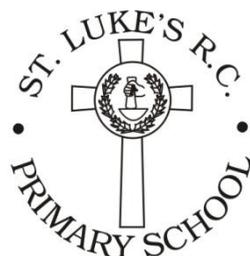


SEN Information Report 2018-19



ST. LUKE'S RC PRIMARY SCHOOL

1. What kinds of special educational needs provision is made at St. Luke's RC Primary School?

- St. Luke's RC Primary School is an inclusive school that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement.
- St. Luke's strives to develop all of its children as confident, creative learners, growing in faith, developing respect for themselves and others with positive attitudes and the ambition to nurture their talents and use them well.
- Our staff are led and supported by a non-teaching SEN coordinator, who is also the Deputy Head. The Early Years manager is trained in Speech and Language support for the under 5's and in support for children with Autism. All staff have been trained in managing children with Autism and our TAs in key stage 2 have had training via a social inclusion project during 2013 – 14. We also have teaching assistants trained in speech and language, phonics and reading recovery.
- St. Luke's works with a range of wonderful professionals to support our staff and children. These include an experienced, Senior Educational Psychologist, Speech and Language Therapists and members of the Learning Support Service, who currently support children with social and communication difficulties, visual impairment and advise on children with Dyslexia.
- Currently, the classrooms, hall and toilets at St Luke's are fully accessible for all children including those who use walking aids.
- We achieved Dyslexia Friendly School status in 2016. We work hard to ensure that all children with a specific learning difficulty are able to fully access the curriculum and all the other experiences we provide to enrich each child's learning.

2. How do we identify and assess children with Special Educational Needs?

- At St Luke's RC Primary School we believe effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different, but complementary types of assessment: assessment *for* learning and assessment *of* learning.
- **Assessment for learning (formative assessment)** involves the use of assessment in the classroom to raise pupil achievement. This includes careful questioning, observation and marking of children's work. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim. Pupils are set targets to achieve their aims.
- **Assessment of learning (summative assessment)** involves judging children's performance against national standards. Teachers make these judgements using a combination of Assessing Pupil Progress guidelines and tests linked to the national curriculum.
- Our assessment helps us to identify children who may have special educational needs. These children may be making less than expected progress which may be progress which is:
 - *Significantly slower than that of their peers starting from the same baseline*
 - *fails to match or better the child's previous rate of progress*
 - *fails to close the attainment gap between the child and their peers*
 - *widens the attainment gap*
- A child may also need to make additional progress with social skills in order to make a successful transition into adult life.
- We also use the Phonics Check in year 1 and 2 and specific tests such as The Salford Sentence Reading Test and the SPAR Spelling test. We also use The Lucid Rapid Dyslexia Screener with children who are year three or above.
- Eyesight checks are carried out for Reception children and hearing checks for all year one children. These tests are carried out by the NHS and take place in the Autumn term.
- If a child's behaviour is causing a concern we will consider whether the behaviour is a result of other underlying difficulties such as communication or social difficulties. If there appear to be none, then we would:
 1. Speak to the child's parent about anything that might have happened at home.
 2. Gather information from staff about what sorts of incidents are occurring, at what time of day, during which lessons and so on and analyse this information to see if there are any patterns.

3. Carry out timed observations in class or on the playground and record the way the child is behaving, taking account of who else is involved and any environmental factors.
4. Observations are recorded and analysed and appropriate interventions are put in place.
5. If there is no improvement then we will seek advice from external professionals in the Learning Support Service.

If we consider that a child has a special educational need then the child's parents will be informed and involved in the planning to meet the need. We greatly value our partnership with all our parents and work hard to support them to ensure the best outcomes for their children.

3. What are our policies for making provision for children with Special Educational Needs with or without a statement or Education, Health and Care Plan (EHP), including:

a. How do we evaluate the effectiveness of provision for such children?

- St. Luke's evaluates its provision through analysing assessment information each half term. The results of this analysis are used to amend provision as a child progresses.
- We use EDUKEY online Learning Plan writer and provision mapping tool. Teachers review Learning Plans and progress towards each target. These are shared with parents on a regular basis.
- The SENCO evaluates the effectiveness of the provision for children with SEN.
- The SENCO tracks the attainment and progress of the children with SEN in reading, writing and mathematics across the school by year group.
- Information is also gathered to about trends over time in our work to close the gap between children with SEN and those without.
- The SENCO and Headteacher report to the Governing Body each term.
- Each parents' evening, parents are asked to complete a satisfaction survey which adds to the information we use to evaluate our provision.
- We also use EDUKEY Provision Mapping Tool to evaluate the effectiveness of provision in terms of cost.

b. What are our arrangements for assessing and reviewing the progress of children with Special Educational Needs?

Before a child transfers to the next class, each teacher completes an SEN transition sheet which outlines the end of year assessment levels and lists all the strategies and interventions which work best for each child. This is followed by suggested targets for the child's next IEP. The staff

also meet to discuss the children with SEN.

As the children move into their new classes IEP targets are shared with parents and in most cases the child, in informal meetings during September. These targets are reviewed at the end of each term and shared with parents and where possible, the child. Parents are invited to contribute their ideas to the IEP and are expected to support the work done in school with their children at home.

The parents of children who are receiving a high level of support involving outside agencies may also have regular meetings each term with the school staff and the professionals involved with the child to review progress and set next steps for the provision.

Children who have an Education Health and Care Plan (EHCP) will have an annual review meeting to review their progress in meeting each target written in their EHCP. Parents, school staff and all the professionals involved with the child are invited to the meeting. A report on the child's progress is written by their teacher and the SENCO also writes a report. The parents and the child are asked to contribute their views on progress during the year. Professionals such as Speech and Language Therapists may also write a report for the review. All of the reports and copies of evaluated IEPs are sent to the SEN team, who make a decision on the arrangements for the Education Health and Care Plan for the next year.

The SENCO is available to meet with the parents of the children with Education Health and Care Plans informally throughout the year to provide support and advice. She also available during parents' evenings to speak to parents of children with SEN.

c. What is our approach to teaching children with Special Educational Needs?

All staff at St. Luke's have the highest expectations of all our children. When planning and teaching the National Curriculum all teachers set suitable learning challenges, respond to the diverse learning needs and work hard to overcome potential barriers to learning and assessment for all our children.

All of our children have the opportunity to experience success in their learning and achieve as high a standard as possible. Teachers plan suitable learning for children with attainments significantly above or below the expected key stage levels.

In addition to this all teachers:

- provide opportunities for all children to achieve
- take account of legislation requiring equal opportunities
- create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.

For children with particular learning and assessment needs, teachers and teaching assistants support individuals and groups to enable them to fully take part in the curriculum and assessment activities.

Teachers:

- take account of the type and extent of a child's special educational needs in planning and assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop children's understanding through the use of all available senses and experience
- plan to enable children to take full part in learning, physical and practical activities
- help children to manage their behaviour and take part in learning effectively and safely
- help individuals to manage their emotions, particularly trauma and stress, and to take part in learning.

Children with disabilities

Not all children with disabilities necessarily have special educational needs. However, our teachers take action to ensure that children with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. We identify and address any potential areas of difficulty at the outset, without the need for disapplication.

Our teachers:

- plan enough time for reasonable completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of the curriculum that may present specific difficulties for individuals

St. Luke's is fully two form entry. Classes in the early years we have a 90 place full time provision where 30 nursery children and 60 reception children learn together.

In key stage one, there are four classes; two of year one and two of year two. These children are also arranged in mixed ability.

In key stage two for the academic year 2018-2019 there are two parallel classes in each year group from year three to year six. In each of the key stage two classes the children are also arranged in mixed ability.

Teachers of the same year group work collaboratively to plan for their children. Children with SEN may take part in an intervention, such as a social skills group, with other children from a parallel year group. Partner teachers will then plan for and monitor their children's progress in response to the intervention.

d. How do we adapt the curriculum and learning environment?

Within each class in St. Luke's each teacher adapts the curriculum and the learning environment to take account of the learning needs of all the children, including those with SEN and disability. This may be in the form of:

- Grouping – small group, 1:1, ability groups (usually for phonics, reading, writing and mathematics), friendship, peer partners.
- Content of the lesson
- Teaching style - to take account of visual, auditory and kinaesthetic learners
- Lesson format – themed units of learning, role-play, games, discovery learning
- Differentiation of the pace of the lesson
- Alternative recording methods – such as scribing, use of ICT, mind mapping, photographs.
- Other adaptations to the learning environment can also be in the form of differentiation by outcome, by use of different materials, by the amount of support a child receives from a teaching assistant or class teacher, specific motivational rewards (for example those linked to behaviour).

The learning environment

- For some children with Autism teachers will set up an individual learning booth to remove distractions and enhance concentration during writing tasks where necessary.
- Teachers set the background colour of their smart board screens to a pastel colour to support those children with Dyslexia.
- We have installed *Join Me* software on our IT system to enable a visually impaired child to access the information on the smartboard more easily.
- Entrances to all school buildings have ramps for accessibility. Nursery, Reception and Key Stage One classrooms and most of Key Stage Two are on the ground floor.

e. What additional support for learning do we provide for children with SEN?

At St. Luke's we pride ourselves on the relationship that all staff have with all of our children. In addition to this, staff who work closely with the children with SEN, whether in small groups or 1-1, form a special bond which maintains high expectations in a climate of good understanding of the child's needs.

From September 2015 all key stage one classes in St. Luke's will have the support of a teaching assistant each day throughout the school week. In key stage two the classes will have TA support for half a day, each day throughout the week.

The class teacher works closely with the TA to plan the nature and frequency of the additional support within lessons, and where needed, plan the learning for children with SEN in small groups or 1-1.

This additional support may include:

- delivery of speech and language programmes designed by a speech therapist
- specific teaching of phonics
- delivery of social and communication programmes such as Time to Talk, Socially Speaking and The Friendship Formula
- work on activities to develop fine motor skills
- work to develop handwriting skills
- delivery of specific reading and spelling programmes 1-1 such as Toe by Toe and Hornet and Reading Recovery Programme in a small group
- small group work to develop skills in number or calculation in mathematics

f. What activities that are available for children with Special Educational Needs in addition to those available in accordance with the curriculum?

- At St. Luke's we offer a range of sporting extra – curricular activities which include, football, netball, cross country, athletics, rugby and fitness training. These activities are available to all children including those with SEN.
- We also provide extra-curricular clubs for science and computing during the summer term.
- Transition activities for SEN children from reception to year five in preparation for their next class.
- Transition group and special visits to St. Ambrose Barlow for year six children in preparation for high school.
- Speech and Language groups.
- Rainbow Phonics

g. What support is available for improving the emotional and social development of children with Special Educational Needs?

To improve the emotional and social development of our children we work hard to build trusting, supportive relationships between all adults and children. We usually build the support around a specific need, therefore this can vary from year to year.

- Some children have a designated member of staff to which they can go in times of anxiety or stress.

- We have a nurture space called The Hub and The Den and employ a Learning Support Assistant who is trained to deal with anxiety and stress.
- We have used Circle of Friends to support a child who found it difficult to make and maintain friendships
- In the last academic year we have developed our own intervention to support two Autistic children in a group with two supportive role models with good social skills. This is called The Friendship Group.
- We have also provided bereavement counselling using the expertise of trained counsellors from the Educational Psychology Service.
- In some cases teachers will use a supportive peer to become a class buddy to support and work alongside children with social and emotional needs.

4. What are the name and contact details of the SENCO?

The current SENCO is Clare Kerrane. She can be contacted at St. Luke's RC Primary School at 0161 921 1990 or by email at clare.kerrane@salford.gov.uk

The current Assistant SENCO is Nichola Bullough nichola.bullough@salford.gov.uk

5. What expertise and training of staff in relation to children with Special Educational Needs do we have secured?

The SENCO at St. Luke's is the deputy head and is new in post from September 2015. During the academic year 2015-2016 she will complete the National Award for Special Educational Needs Coordination at Manchester University. She is currently in a non-teaching role.

- As part of our continuous professional development all staff are made aware of specific types of SEN which they will need to embrace in their planning, teaching and assessing and within the wider social environment of school life. To this end, all our staff have had training on Autism provided by the Educational Psychology Service and in Dyslexia provided by the Local Authority. This training has taken place during staff meetings and INSET days.
- In order to support staff in adapting teaching and learning to meet the growing need of speech and language difficulties and social communication difficulties in our school, the Early Years manager and Nursery teacher and one TA in key stage one and two in key stage two have been ELKAN trained (speech and language techniques). The Early Years manager has also received training in Autism for the under fives. This supports our policy of early identification and support.
- Specialist medical staff have provided annual whole staff training for the administration of an Epi – pen for children at risk of anaphylactic shock and training in how to deal with a range of epileptic seizures.
- Relevant staff receive advice from Occupational Health to support them in their work with children with Cerebral Palsy.
- Support from Local Authority Learning Support Service.

St. Luke's are committed to extending the training of each teaching assistant in speech and language techniques on the ELKLAN course via a rolling programme.

6. How do we secure equipment and facilities to support children with Special Educational Needs?

As part of our duty to make reasonable adjustments in terms of equipment and facilities to support children with SEN we have

- Installed *Join Me* software on our IT system to support a child with a visual impairment
- Ensured that all entrances and exits are ramped to ensure ease of access for wheelchairs and walking frames
- Wedged cushion to support the needs of a child with a diagnosis of ADHD

St. Luke's will make reasonable adjustments to ensure that any child with SEN is fully included in the life of the school should the need arise in the future. This is an anticipatory duty in line with our duties under the Single Equality Act (2010). Interim and annual statutory review meetings will highlight and identify the needs. All professionals will be consulted and their views sought and considered.

7. How do we involve and consult with the parents of children with Special Educational Needs?

The relationship we have with all of our parents is very important to us. For parents of children with SEN the relationships we build are vital in supporting their child throughout their time at St. Luke's.

In the Early Years, parents are consulted and kept informed informally on a daily basis when they bring and collect their child. They are also invited to discuss and contribute to their child's play plan and will be given copies as new plans are created so that they can continue to support their child at home. Sometimes communication may be in the form of a telephone conversation or a home school communication book. The latter is really useful for staff to plan activities to meet the interests and needs of children with communication difficulties.

As a child with SEN progresses into key stage one and two, meetings involving other professionals such as speech and language therapists, specialists from the learning support service, educational psychologist, occupational therapists or paediatrician may be called to review progress or discuss a concern. Parents are always invited and involved in these meetings and their views are sought and acted upon.

At the start of each term, parents of children with SEN will be invited to discuss and contribute to their child's IEP. They will then meet with their child's teacher at the end of the term to discuss their child's progress and share in the evaluation of the IEP. In some cases, the home school communication book is continued into key stage one and two. Any issues arising from this communication will be dealt with as soon as possible.

On parents evenings in the autumn and spring terms, parents are asked to write their views about the school and invited to suggest areas where we can improve. These are reviewed by the senior management team and acted upon accordingly.

8. How do we involve and consult children with Special Educational Needs?

- St Luke's have a school council where children's ideas are shared, discussed and acted upon. Elections are held at the start of the

school year and two children from each class in key stage two are elected to serve on the school council for the year. The children are invited to present their ideas and each child in the class votes for two children that they consider would best represent them. No child can serve on the school council more than once.

- Since the school council has been in existence there have always been some children with SEN represented. This has not been designed, but tends to happen naturally.
- During the year we use a pupil survey to gather children's views to help us understand their needs and improve our provision.
- As part of our system of target setting, teachers will share the targets of the IEPs with children with SEN from key stage one upwards.
- Children are welcome to speak to the Headteacher, SENCO, any member of staff or other professionals.

9. What should you do if you have a complaint?

At St. Luke's we work hard to build and maintain good relationships with all of our parents and seek to keep them informed about their child. Should a parent of a child with Special Educational Needs wish to complain about the provision made at St. Luke's they should proceed as follows:

In the first instance please contact:

- The class teacher

Should the matter not be resolved please contact:

- The SENCO or another senior manager (Early Years – Miss Simpson; Key Stage One, Mrs Bullough; Lower Key stage Two Mrs Watson; Upper Key Stage Two, Mr Noblet).

If there is still no resolution, please contact:

- The Headteacher, Mr. Jameson. Or
- The Deputy Headteacher Mrs Kerrane

In the unlikely event that the matter is still not resolved, please contact in writing:

- Mrs B. Brierley, The Acting Chair of Governors.

If you are still not satisfied, you may refer the complaint to the Local Authority Director of Children's Services and ultimately to the Ombudsman/Secretary of State.

10. How do we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of children with Special Educational Needs and in supporting their families?

At St. Luke's we have regular contact with a range of professionals who support teaching and non-teaching staff and families in planning for and meeting the needs of children with SEN.

These include:

- An Educational Psychologist
- Speech and Language Therapists
- The Learning support team – which provides support for children with social and communication difficulties, Dyslexia, Dyscalculia and Dyspraxia
- Consultant Community Paediatricians
- Occupational Health
- CAMHS (Child and Adolescent Mental Health Services)
- Starting Life Well Team
- Educational Welfare Services
- Social Services

Children who have received a **Formal SEN assessment** and have been given an *Education, Health and Care Plan* will benefit from more holistic support around their child and within their family to supports their needs.

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

Salford Information and Advice Service Unity House Salford Civic Centre Chorley Road Swinton M27 5AW	0161 778 0538
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For children aged 0 – 5	
Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW	0161 793 3275
Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2 LY	0161 778 0410
Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP	0161 607 1671
Educational Psychology Service Burrows House 10 Priestley Road Wardley Industrial Estate M28 2 LY	0161 778 0476
Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA	0161 793 3535

12. What are the contact details of support services for children with Special Educational Needs in transferring between phases of education?

For most children with SEN in St. Luke’s RC Primary School the transition between phases in their education will occur from a pre-school nursery setting to St. Luke’s Nursery or Reception Class in the Early Years; from Early Years to Key Stage One; from Key Stage One to Key Stage Two and from Key Stage Two to High School (key stage three). Each transition phase is carefully planned and managed to minimise anxiety and introduce new staff and environments in a positive, supportive manner. Sometimes it may be necessary to plan a longer, more structured transition into the next phase of education for a child with SEN. In this case, the following contact details will be needed:

Transition from	To	Support Service	Contact Details
Pre-school setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476
		Learning Support Service (LSS)	0161 607 1671
Key Stage 1	Key Stage 2	Educational Psychology	0161 778 0476
		Learning Support Service (LSS)	0161 607 1671
Key Stage 2	Key Stage 3	Educational Psychology	0161 778 0476
		Learning Support Service (LSS)	0161 607 1671
For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH).			0161 603 4500
For any child who is already in receipt of Social Services and needs Social Care help to support transition at any stage, contact the Children with Disabilities Team.			0161 793 3535

13. Information on where the local authority’s local offer is published

The Local Offer in Salford can be found at:

www.salford.gov.uk/localoffer.htm

