



# St. Luke's CEVA Primary School

## SEND Policy

Adopted Spring 2024

Review Date 2025

**Aspiring to be just and kind  
Walking humbly with God  
Growing with every opportunity**

**At St. Luke's we aim to:**

Develop an active culture of justice and kindness, where everyone (regardless of background) is treated with dignity, respect and warmth.

Embed a positive approach to behaviour management, which has restorative justice at its core and focuses on respect, forgiveness, trust and restoration.

Inspire the pupils to make ethical choices and become agents for change both within their own context and further afield.

Provide an environment where everyone can flourish and have a life enhancing encounter with the Christian faith and Jesus Christ.

Instil hearts of compassion which lead to the service of others both within our own context and further afield.

Provide an excellent, broad-based curriculum that inspires enthusiasm, energy and dedication as pupils fully engage with learning

Provide pupils with a variety of opportunities, including sporting, musical, artistic, technological and cultural activities that facilitate spiritual, moral, social and cultural and growth

Encourage pupils to grow in the in the 'fruits of the spirit' (love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control)

Develop a growth mindset, resilience and good mental health and well-being.

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Our Inclusion/SEND Policy and SEND Information Report aims to outline the schools approach to Inclusion and Special Educational Needs and Disability. It was developed by the Inclusion Lead/SENCo and SEND Governor in consultation with the Headteacher, Senior Leadership Team and Full Governing Body. It has been made available to teachers, support staff, parents and other stakeholders through the school website.

### 1. Aims, Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
  - Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
  - Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
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- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## 2. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND

## 3. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 4. Definitions

### 4.1 Special Educational Needs

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 4.3 The 4 areas of need

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>● Moderate learning difficulties</li> <li>● Severe learning difficulties</li> <li>● Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>● Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>● Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>● A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 5. Roles and responsibilities

### 5.1 The Inclusion Lead/SENCO

The Inclusion Lead/SENCO is Miss Fiona Norcross, who can be contacted through the school office.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner

- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## **5.2 The Inclusion/SEND Link Governor**

The Inclusion/SEND Link Governor is Ms Latoya Abatan can also be contacted at [send@st-lukes.newham.sch.uk](mailto:send@st-lukes.newham.sch.uk)

The Inclusion/SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

## **5.3 The Headteacher**

The headteacher is Mr. Matthew Hipperson

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review

- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

#### **5.4 Class Teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

#### **5.5 Other members of the Inclusion Team**

- Admission Attendance and Parent Support
- Emotional Literacy Support Staff Assistant
- SEND Support Staff
- Mr D Scott-Young Carers Support
- Inclusion/SEND Support Staff are responsible for:
  - Reviewing, interacting and implementing teachers' planning
  - Teach children within a supporting role
  - Assess particular children/group's in partnership with the class teacher
  - Keep photographic/ written records of lessons and activities
  - Provide verbal and written feedback and work in collaboration with the class teacher and SENCO
- Be proactive and manage pupils' behaviours and needs when supporting or working with a class or group



## **5.6 Parents or Carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## **5.7 The Pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **6. SEND Information Report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **7. Our approach to SEND support**

### **7.1 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## **7.2 Consulting and involving pupils and parents**

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

## **7.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on Google Drive and will be made accessible to staff in an Individual Education Plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **7.4 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, Health and Care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA & the NHS (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

### **7.5 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

### **8. Expertise and training of staff**

Our SENCO has years of experience in this role and is a member of the Senior Management Team. They are allocated 2.5 days a week to manage SEND provision.

We have a team of 15 teaching assistants, including higher level teaching assistants (HLTAs) and Nursery Nurses who are trained to deliver SEN provision.

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Recent training has involved considerable input in Early Years related to Communication and Interaction and Social Emotional and Mental Health. This training has been delivered by the Speech and Language Therapists (SALT) and the Language Communication Interaction Service (LCIS). In KS1 and KS2 teachers and HLTAs have received training related to Mental Health and Wellbeing from the Child and Adolescent Mental Health Service (CAMHS) and Autism Awareness and Zones of Regulation delivered by LCIS. The school is currently arranging training on Inclusive Teaching, to be delivered by an independent Speech and Language Therapist and the whole school has had training

focused on the Little Wandle phonics scheme. TAs have completed online training related to Autism and individual staff have pursued training in English as an Additional Language (The Language Village), SERTS (LCIS). A member of staff is beginning an accredited EAL qualification in April 2023. We have also facilitated SENCo training for a part-time agency teacher and will be placing another member of staff through the training in 2023-24 under succession planning.

## **9. Links with external agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

### Speech and Language Therapist:

The school has a bought in Speech and Language Therapist (ex NHS), who is employed one day a fortnight. Her main roles are related to observation, monitoring and report writing for pupils requiring EHCP's, as well as monitoring pupils with Developmental Language Delay and persistent stammers. She is also responsible for elements of intervention training, particularly in EYFS and KS1. Recent training has involved Intensive Interaction, Attention Autism and Colourful Semantics.

### Educational Psychologist:

The school has a SLA with the Newham Educational Psychology Service. His main role is related to observation, testing, monitoring and report writing for pupils requiring EHCP's. He is also responsible for elements of intervention training. Recent training has involved input on Precision Teaching.

### Language Communication and Interaction Service (LCIS)

LCIS generally works with our EYFS pupils, recommending referral to Child Development Services and providing early doors strategies to settle pupils presenting with behaviours suggestive of ASD. They are also available online to provide advice for older pupils with ASD. They will visit older pupils if there are concerns about placement breakdown. LCIS provides online training opportunities, the most recent training was related to Colourful Semantics.

### Child and Adolescent Mental Health:

The school has an allocated CAMHS practitioner, who responds to school requests for support when available; meeting with pupils and parents and working in partnership with the ELSA. The school also makes CAMHS referrals as required.

### Child Development Service (CDS)

The school has a number of pupils awaiting diagnosis for ASD with CDS

### School Nursing Service

The allocated School Nurse and Health Visitor work in partnership with the SENCo and parents to establish Health Care Plans where necessary

## **10. Admission and accessibility arrangements**

### **10.1 Admission arrangements**

The governing body is aware that under Section 43 Children and Families Act 2014, the school named in an EHCP must admit the child. They are also aware that it is unlawful to refuse admission

to a child who has SEN, but no EHCP on the grounds of the child's challenging behaviour (except in very limited circumstances); or because it believes the child requires a statutory assessment or requires additional support. Governors also understand that in line with the **Equality Act 2010**, children with disabilities must not to be treated less favourably than others in the admission process and that the school should make reasonable adjustments to prevent discrimination. **For further information please see St. Luke's Admissions Policy and Over Subscription Criteria.**

## 10.2 Accessibility arrangements

The purpose of the school's Accessibility Plan is to show how St. Luke's CEVA Primary School intends, over time, to increase the accessibility of our school for disabled pupils. **It can be found on the school website and a hard copy is available in the front office.**

The main elements of the plan are included below:

- **Increase the extent to which disabled pupils can participate in the curriculum**
  1. Interventions which facilitate progress are in place, and are benchmarked, so evidence is now becoming quantitative.
  2. Concrete resources are available to facilitate teaching and learning and have been systematically updated to allow transference of skills from interventions to classroom work
- **Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide**
  1. To set up a SEND sensory cabin to help vulnerable children keep themselves self regulated
  2. EY area - Sandhouses have had accessible stairs fitted to the entrance for equality of access
  3. Improved access to the site for wheelchair users via 3 new ramps to allow wheelchair access to rear of school through 2 main entrances and also to the new SEND cabin
- **Improve the availability of accessible information to disabled pupils**
  1. Update the range of ICT software available for use by SEND pupils

## 11 Complaints about SEND provision

The school's open door policy and the accessibility of Senior Leaders, SENCo and class teachers mean that misunderstandings are generally dealt with quickly and effectively. If this less formal approach does not resolve concerns then the complainants will be referred to the school Complaints Policy

- Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the [class teacher/SENCO/headteacher]. We will try to resolve the complaint informally in the first instance. If this does not resolve concerns, parents are welcome to submit their complaint formally.

- Formal complaints about SEND provision in our school should be made to the [SENCO/headteacher] in the first instance. They will be handled in line with the school's complaints policy [<https://www.st-lukes.newham.sch.uk/site/data/files/documents/policies/215440CECD40D57AB36E490289DA56EC.pdf>]
- If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.
- To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

## 12. Monitoring and evaluation arrangements

### 12.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

### 12.2 Monitoring the policy

This policy will be reviewed by [Fiona Norcross(Inclusion Lead/SENCO)] **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## 13. Links with other policies and documents

This policy links to the following documents (found on the school website)

- SEN information report
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- The local offer