



St. Luke's CEVA Primary School

SEND Information Report

Adopted by GB Autumn 2024

Review Date Autumn 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 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.

SEND Information Report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Is resulting in a widening the attainment gap

This may include progress in areas other than attainment, for example, social needs and levels of interaction

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Teachers will raise a 'Cause for Concern' and the SEND Flowchart will be used to guide decision making.

When deciding whether special educational provision is required, 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. An assess, plan do and review model will then be followed

EAL/EMA Learner

Pupils for whom English is an Additional Language (EAL) are not considered as having SEND. The school currently uses teacher assessment and the 'Learning Village' as its key EAL resource and supports this with a variety of class based activities. Every effort will be made to ensure that, where necessary, interpreters are available for any consultations involving parents / carers of these pupils. A member of staff has undertaken an accredited EAL (2023).

Admission Arrangements for Disabled Pupils

The school recognises its duties under the Equality Act 2010 towards individual disabled children and young people and endeavours to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. When possible, we endeavour to give thought to these requirements prior to starting school, or in a timely manner.

Medical Issues

The school is aware that pupils can have medical needs, some of which can impact on attendance and access to learning. These are identified in line with guidance from the School Nurse -South Locality Team and we aim to meet these needs through detailed Health Care Plans. The school Nurse visits the site on request and liaises with parents to ensure any pertinent changes have been noted.

The school has recently undergone whole school Anaphylaxis and Asthma training and is now an Asthma friendly school (Sept. 2022).

Consulting and involving pupils and parents

As stated above we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- 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 when it is decided that a pupil will be added to the SEND Register and receive SEND support.

Looked After Children

The school understands that the local authority acts as a 'corporate parent' to Looked After Children (LAC) and that as such they are responsible for ensuring that they are safe and for promoting their welfare and educational achievement. In such cases the school will identify a 'Designated Teacher' to liaise with the 'Virtual School Head'.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher and relevant SEND support staff will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of SEND support staff
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support strategies and interventions and their impact on the pupil's progress.

The SENCo, class teacher and SEND support staff are committed to meeting with the parents on at least three occasions per year to discuss their child's well-being and progress and the outcome of these meetings are recorded on the child's Individual Support Plan. Copies of the Individual Support Plans are sent to the parents annually.

Pupils with EHC plans have a more formal Annual Review, where external support services are invited to contribute. Annual Review documentation is sent to both the parents and the Local Authority.

In addition to formal meetings the SENCo is available for incidental meetings and there is also a regular SEND coffee morning where parents are able to share their concerns and experiences.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Nursery/ Primary School Transition

- The SENCo and possibly the class teacher and ELSA liaise with appropriate staff at the primary school the pupil with SEND will be transferring to. This will happen at a pre-arranged meeting, in a face to face scenario or via an online platform.
- The exchange of information that takes place is designed to ease transition and may also be supported by a pupil induction visit to the new school; enabling them to meet staff and become familiar with the layout of the building.
- All SEND records, documentation and evidence will be passed on to the relevant primary school, together with the pupil's current school records.
- Where possible a similar process will be undertaken when receiving a new child into the school, with the possible addition of a home visit.

Senior School Transition

- The SENCo and possibly the class teacher and ELSA liaise with appropriate staff at the senior school the pupil with SEND will be transferring to. This may happen at a pre-arranged borough meeting, in a face to face scenario or via an online platform
- The exchange of information that takes place is designed to ease transition and may also be supported by a pupil induction visit to the new school; enabling them to meet staff and become familiar with the layout of the building.

- All SEND records, documentation and evidence will be passed on to the relevant senior school, together with the pupil's primary school records.

For pupils with an EHC plan the SENCo from the receiving school will be invited to the Annual Review. This gives an opportunity for them to meet with the pupil, parents and any professionals who may be present. Annual Review documentation will also be sent to the receiving school.

- The SENCo and ELSA will remain available for visits to the receiving school should the need for support arise.

Our approach to teaching pupils with SEND

Teachers understand that they are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND. At St. Luke's we believe that learning should take place in an atmosphere of care and mutual respect where children's contributions to learning are valued. Children and adults should have the confidence to explore learning and also to make mistakes.

High-quality inclusive teaching is our first step in responding to our pupils' learning needs. We believe teachers should be good role models, inspiring, engaging and enthusing all pupils; that teachers' planning should start from a place of knowledge of individual pupils' strengths and needs and should be ambitious about them achieving their next steps and, that teachers will differentiate and scaffold children's learning to ensure the curriculum is accessible to all. This could include giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. Our teachers endeavour to maintain a responsive approach throughout the lesson, checking understanding and addressing misconceptions.

High-quality inclusive teaching is supported by targeted additional interventions as well as, specialist highly personalised interventions when recommended by professionals and 1:1 support as required; although the school is aware of the concerns around learned dependency and favours a team around the child response. Some of the strategies and interventions used are outlined in 5.7.

We endeavour to ensure that we create a neurodiverse inclusive environment in our classrooms; considering sensory, timely, explicit, predictable and social factors.

This hopefully leads to all pupils, including those with SEND:

- Feeling comfortable
- Having sufficient time to complete tasks
- Being able to follow clear instructions
- Facing limited change
- Being involved in targeted, thought through social situations

All pupils including those with SEND are encouraged to display positive learning behaviours, defined in part by an understanding of basic ground rules; good sitting, good listening etc. They are also encouraged to adopt a growth mindset.

How you evaluate the effectiveness of your provision for SEND pupils

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

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access work at an appropriate level, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. There are a small number of pupils who follow individualised programmes in their core learning, but we seek to ensure that all pupils have access to classroom learning for topic and Religious Education.
- As a small school we understand the need to be flexible with both our resources and staffing and as such take care to timetable our SEND provision as carefully as possible. A strong SEND/Inclusion Team facilitates provision that functions in all phases.
- We use recommended aids, such as laptops, coloured overlays, pencil grips, writing slopes, larger fonts, headphones etc. as needed and our SEND pupils appear to be unembarrassed amongst their peers.
- All classrooms operate with visual timetables, timers, blanks style questioning, dual coding and key vocabulary to facilitate comprehension. Many tasks are introduced using concrete and pictorial representations prior to moving onto abstract work and classroom teachers consider seating plans and the accessibility of their teaching materials. Every classroom uses Zones of Regulation check ins to monitor the well-being of the most vulnerable pupils and sensory materials are readily available.
- Some of the strategies and interventions used are listed below, many of which have been recommended by professionals, particularly the Speech and Language Therapists and the Language Communication and Interaction team.

<p>Communication and Interaction</p> <p>Now and Next Boards Visual Timetable Social Communication Jar Descriptive Commentary Core Vocabulary Boards Play dough and Lego Therapy Box Clever Tales Toolkit Language Enrichment Groups</p>	<p>Cognition and Learning</p> <p>Phonics and Reading Support (Little Wandle) Dolce Words Colourful Semantics Language for Thinking Fluent in Five Pre Teach Maths</p>
<p>Social Emotional and Mental Health</p> <p>PALM Attention Bucket Social Skills Zones of Regulation</p>	<p>Sensory and Physical</p> <p>Fidget Toys Sensory Play Sensory Circuits Calming Boxes</p>

What facilities you provide to help pupils with a disability access the school

St Luke's is a purpose built building which facilitates the inclusion of all SEND and disabled pupils. It is a single storey building with good access ramps and disabled toilets in each key stage. It is small however so the school has had to carefully craft intervention areas into each classroom and phase. The school has recently invested in a 'SEND Cabin', which incorporates an accessible Sensory Room.

The steps you have taken to prevent pupils with a disability from being treated less favourably than other pupils

The school has an accessibility plan to ensure disabled pupils are not treated less favourably. 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 – sand houses 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

The plan can be accessed at: <https://www.st-lukes.newham.sch.uk/site/data/files/documents/policies/475AF758CF8E1C9455BF3DFF8ACC298.pdf>

Additional support for learning

All classrooms have a Teaching Assistant (TA) who works alongside the teacher to deliver the curriculum. Their roles are flexible and involve working with all children including those with additional needs. They may be found working with small groups or individuals as directed by the Class Teacher. In addition there are a further eight SEND Support Staff working flexibly across the EYFS, KS1, LKS2 and UKS2. We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapists (SALT)
- Language Interaction and Communication Service (LCIS)
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychologist (EP)
- Child Development Service (CDS)
- School Nurse South Locality Team (SCPHN)

Expertise and training of staff

Our SENCO is a member of the Senior Management Team. They are allocated 2 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.

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 the Speech and Language Therapist and whole-school 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). We have also facilitated SENCo training for a part-time agency teacher.

Securing equipment and facilities

In addition to its own resources the school also receives the Notional SEND Budget, SENIF and funding related to EHCP's. All funding is managed by the SENCo in consultation with the Senior Leadership Team and the Governors. The school does its best to procure and develop the resources and facilities best matched corporate and individual needs.

Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after ½ termly or termly blocks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Monitoring of provision by the SEND Governor – reported back to the Full Governing Board

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs; times may be tailored to suit individual needs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

- The admissions process for disabled pupils remains the same although enhanced consideration is given to the needs of the child. The school works with the relevant professionals and parents to ensure well being and procure necessary support, equipment and training. It also ensures that appropriate Health Care Plans are in place. A recent example was working with Enabled Living Healthcare and the Westham Clinic to procure a Brookfield cushioned chair to facilitate the comfort and support of one of our pupils.
- The school has recently set up a Sensory Room to facilitate the regulation of some of our key pupils; it has had accessible stairs fitted to the Early Years Sand Houses; built additional ramps to improve access for wheelchair users and is planning to update its range of IT software.
- The school's accessibility plan can be found on the school website.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Under the guidance of LCIS, the school has established Social Skills Groups for a number of pupils and has embedded Zones of Regulation into the everyday life of the classroom. Both of these initiatives have helped pupils to feel more secure and confident.
- The school has a trained ELSA who monitors the emotional and social development of some of our more vulnerable pupils spending time alongside them to facilitate their well-being. This can take the shape of Art Therapy, Grief Support or lunch time and afterschool clubs.
- The school also receives regular visits from the School CAMHS practitioner, which can result in ongoing family therapy
- Pupils with SEND are encouraged to be part of all school action groups

We have a zero-tolerance approach to bullying – see Anti-Bullying Policy

Working with other agencies

The school, including Senior Leadership, the SENCo, SEND support staff and teachers work regularly with the professionals listed above as well as with social care bodies, local authority support services and voluntary sector organisations such as SCOPE, in meeting the needs of SEND pupils and their families. Action plans and strategies are developed with input from the parents and the school seeks to implement these as effectively as possible, monitoring and reviewing as appropriate.

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

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

The school works in partnership with the agencies mentioned above and all parents of referred children have access to the reporting practitioners. Parents can also access each of the services, plus a number of others through the Education and SEND section of the Local Offer

<https://families.newham.gov.uk/kb5/newham/directory/results.page?localofferchannel=2-1>

Contact details for raising concerns

You should either contact the SENCO Miss Jessica Rowe, the HT Mr. Hipperson or the Chair of Governors Rev. Amy Stott, depending on the nature of the concern.

SEND@st-lukes.newham.sch.uk

The local authority local offer

Our local authority's local offer is published here:

<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=06> .