



St. Luke's Catholic Primary School

SEND Information Report 2021

SENDCo: Mrs Charlotte Fairman

Contact Details: Contact via the school office 01244 259999

Introduction

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

What is the Local Offer?

The Children and Families Bill was enacted in September 2014. From this date, Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'. The 'Local Offer' can be found on the 'Live Well' website via the following link <https://livewell.cheshirewestandchester.gov.uk/>.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

What kinds of special educational needs do St. Luke's make provision for?

We have provision for children who can be accommodated effectively within a mainstream primary school with the four areas of need identified within the code:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

How do you identify children with SEND and assess their needs?

The SENDCo (currently Mrs Charlotte Fairman) will liaise closely with families, children and staff to identify any children within the school who have barriers impacting on their learning, progress and achievement. The SENDCo will also work with class teachers and external agencies to accurately assess individual needs ensuring effective plans are in place to support learning and physical needs.

Through a variety of different assessments we have in place at St Luke's, we follow a clear procedure of ASSESS – PLAN – DO – REVIEW in order to understand and assess a child's difficulties.

The purpose of identification work is to help us identify what support is needed to help a child access the curriculum fully not to fit a pupil into a specific category.

At St Luke's, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

How do you consult parents of children with SEND and involve them in their child's education?

We offer:

- Parent consultation meetings with class teachers and support staff.
- Some children identified with SEND have a 'Pupil Profile' completed which is shared with parents.
- SENDCo is available to meet parents on a formal and informal basis.
- Annual reports provided to parents at end of summer term
- Annual and interim review meetings for children with an EHCP are planned to ensure parents' views are always shared
- Home/school communication books are filled in daily for children where necessary.
- Parents have the opportunity to meet with staff should they have any questions or issues to raise or discuss.

How do you consult with children with SEND and involve them in their education?

We offer:

- Regular opportunities for children to be involved in setting personal targets and evaluating progress towards them where appropriate
- Child involvement and consultation in the writing of short-term targets
- Children with an EHCP are invited to share views for interim and annual reviews and we ask them to come and share their views if appropriate

What arrangements do you have for assessing and reviewing progress towards outcomes?

The SENDCo, Subject Leads and class teachers track the progress of all children against ARE (Age-related expectations). Children who are identified as not making progress from their individual starting points and taking into account their specific needs, are highlighted and provision put in place to address areas of concern. This is then formally reviewed by HT, SENDCo and CT termly in Pupil Progress Meetings.

What arrangements do you have for supporting children as they move to the next phase in their education?

The SENDCo consults with nursery staff prior to children starting school in EYFS to ensure a smooth transition and consistency of approaches used to support identified SEN children.

The SENDCo and/or Year 6 CT will meet with the Head of Year and receiving High School SENDCo to ensure ALL parties fully understand the learning/physical needs of our Year 6 children. This ensures a smooth transition and consistency of approaches used to support identified SEND children.

Which approaches do you use to teach children with SEND?

The school uses a wide range of strategies to support individual SEND children. Quality First Teaching underpins all teaching and approaches implemented. Strategies and support can be tailored and differentiated to meet their specific needs eg. training of staff in using different learning strategies and understanding of specific needs, differentiated resources.

How do you adapt the curriculum and learning environment for children with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

The SENDCo and CT consult with external agencies (eg. Occupational Therapists, Educational Psychologists, visual/hearing specialists, Sp&L, Physiotherapists) to ensure that learning environments are adapted to meet specific needs.

How do you train staff to support children with SEND, including how specialist expertise will be secured?

Each teacher is fully accountable for ensuring the progress of children with SEND. They also deploy this responsibility to allocated experienced Teaching Assistant support. Relevant training is given to staff to ensure they meet the needs of their SEND children.

Staff training is arranged to ensure that staff are confident in working with children with SEND, such as:

- SENDCo delivering staff meetings
- SENDCo holds register of all SEND related training
- Provision in budget for SEND training
- SENDCo organises external training for staff
- SENDCo attends regular cluster meetings for SENDCos and CWAC training

How do you evaluate the effectiveness of the provision made to children with SEND?

As noted above, this includes tracking, evaluation and setting of individual targets, discussion with children and parents. Each term all children in the school are assessed. This enables the child's class teacher to assess the effectiveness of the provision. With advice from the SENDCo, the class teachers can then identify next steps alongside the child and the parents.

The child's class teacher is fully accountable and responsible for assessing the needs of each child with SEND.

How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?

We have a strong inclusive ethos which is underpinned by our school mission statement. The SENDCo and CT assess the needs of each individual child with SEND to remove barriers to learning and to enable them to access the full curriculum. Examples include differentiated learning activities within lessons, use of specialist equipment or additional adults to help support individual pupils if required.

How do you support the emotional and social needs of the children with SEND?

The Emotional Health and well-being of all our pupils is very important to us. We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school. The school has a number of systems in place to support children's social and emotional development.

The SENCo liaises with specialist support agencies to provide targeted support eg. CAHMS, The Autism Service, behaviour consultants, educational psychologist, school health.

Classes also receive Personal, Social, Health and Citizenship Education in class/assembly alongside the Jigsaw scheme of work and together with My Happy Mind to address topics of personal health and wellbeing, anti-bullying work, E-safety.

In addition to this, we have two ELSA trained teaching assistants who lead one to one and group sessions and a designated room for offering Emotional and Social Development needs support.

How does the school involve other bodies in meeting children's SEND and supporting their families?

The SENDCo liaises with a range of external advisors for advice and involvement in delivering personalised programmes of need eg. health and social care, LA support services, voluntary sector organisations.

The school also signposts families to other local services to support families. The Local Authority Offer also provides a useful link- this is linked on our website.

Who should I talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

<p><u>The Class Teacher</u></p>	<p>Responsibilities include:</p> <ul style="list-style-type: none"> • Meeting the needs of ALL learners in their class. • Identifying and assessing, and providing subsequent provision for, pupils with SEND. • Working with the SENDCo to decide the action required to assist the pupil to make progress. • Working with the SENDCo to collect all available information on the pupil. • Developing and reviewing Provision Maps/Pupil Profiles for pupils with additional needs or who require SEND Support. • Planning for and work with SEND pupils on a daily basis to deliver the individual programme set out in the Provision Map/Pupil Profile. • Developing effective relationships with SEND pupils, parents and support assistants. • Taking responsibility for ensuring parents of children with SEND are communicated to and involved effectively. • Encouraging pupils to participate in decision-making. • Continuously assessing pupil progress and identify the next steps to learning. • To keep parents informed of pupil progress (termly meetings to discuss Pupil Profiles.)
<p><u>The SENDCo</u> <u>(Mrs C Fairman)</u></p>	<p>The role of the SENDCo involves:</p> <ul style="list-style-type: none"> • Overseeing the day-to-day operation of the school's SEND policy. • Ensuring an appropriate budget allocation to meet SEND. • Manages all SEND staff including Specialist TAs and SEN class-based TAs. • Interpreting legal requirements for staff, parents and governors. • Co-ordinating and evaluating provision, including interventions, for children with SEND. • Monitoring the progress of children with SEND alongside the class teacher. • Liaising with and advising teachers whenever necessary. • Monitoring and evaluating the quality of provision. • Overseeing the records of all children with SEND. • Maintenance of the SEN Support register. • Liaising with parents of children with SEND. • Organising and delivering INSET training in order to meet the needs of staff. • Liaising with external agencies including the LA support and educational psychology services, health and social services, and voluntary bodies. • Ensuring that relevant background information about individual children with SEND is collected, recorded and updated. • Overseeing the Pupil Profile, provision map and review process for both EHCP and SEND Support Children. • Reporting to Headteacher and Curriculum Governing Body once a term on summary/update of SEND.
<p><u>The Headteacher</u> <u>(Miss E Murtagh)</u></p>	<p>The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for SEND. The Headteacher keeps the Governing Body informed of all developments with regard to SEND.</p>

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

The school's complaints procedure is outlined in the School Prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Contact details of other support services for parents of children with SEND

Cheshire West and Chester's Local Offer

To access Cheshire West and Chester's Local Offer, click below:

[Cheshire West and Chester's Local Offer](#)

A flyer providing an overview of the Local Offer can be downloaded below.

Please follow the link below to be directed to Cheshire West and Chester's Live Well website where you can find additional information regarding the Local Offer

www.livewell.cheshirewestandchester.gov.uk

Contact the [Information, Advice and Support Service](#) who help parents and carers, children and young people who have difficulties with learning, and or a disability from birth to 25 years and their parents and carers. They offer a free, confidential service which gives parents, children and young people impartial advice and information to make informed decisions.

- Telephone: 0300 123 7001
- e-mail: iasservice@cheshirewestandchester.gov.uk
- For more information click [here](#).