

Special Educational Needs and Disabilities (SEND) Local Offer and Provider’s SEN Information Report



Add setting name

Name of Leader:	Amanda Hough
Name of SEN/Inclusion Co-ordinator (SENCO):	Amanda Hough
Address:	St.Luke’s Church of England School, Cookham Road, Maidenhead, Berkshire, SL6 7EG
Contact telephone number:	01628 621600
Email address:	office@st-lukesprimary.com
Website:	www.st-lukesprimary.com
Type of Early Years Setting:	Academy (Primary) with Nursery

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the setting provide for?

We are an inclusive school, passionate about ensuring that all children have access and opportunity to learn in our mainstream setting. In terms of supporting specific children with special educational needs and or disabilities, we advise parents regularly of their child’s needs and the progress they are making. We allocate time for specific interventions, if required. Support is reviewed every 6 weeks. Whole school reports are sent to all parents – 5 times a year with personalised targets
Additional meetings offered to parents with chn causing concern or with EHCPs
Baseline assessments sometimes indicate challenges to learning, staff are also trained to assess children who may have Dyslexia traits – parents are advised and we then assess using a Visual Stress test to see if the child learns best using different coloured paper and overlays.
We hold Annual reviews, 6 month review mtgs(if required), TAC meetings and Nurture support meetings if appropriate.
All children are treated equally at St. Luke’s we have a diverse and rich community and advocate a sense of belonging everyday as part of our St. Luke’s Way.

b. How does the setting know if children and young people have special educational needs and disabilities and need extra help?

All new children are assessed within two weeks of arriving at school. This initial baseline data is used to ascertain any initial needs or gaps in learning. We employ a high % of good quality support and teaching staff to actively lead and support during lessons, we have a visual approach to teaching and all learning begins with pupil talk.
We also use visual timetables, Now and Then strategies, we have staff trained to deliver SaLT, Scaffolded support work alongside everyday differentiated work.

We have Pupil Premium Mentors who work with our vulnerable chn and also those that may benefit from additional enrichment sessions.

1:1 is offered when needed plus Precision teaching – to name but a few

Interventions take place in the afternoons and all support is inclusive in the mornings to ensure that pupils have the best possible chance to succeed.

c. What should I do if I think my child/young person may have special educational needs or disabilities?

We have regular drop ins and parent consultation sessions.

If a parent was concerned we would encourage them to speak to their child’s teacher in the first instance. The teacher would also be able to advise of any interventions that we could offer and or offer support to the parent. Due to our rigorous assessment procedures, we would be aware of any child that was not making expected progress and they would be offered additional support and parents would be advised.

Staffing wise we have :

Staff trained to support in class and to lead interventions, 10 staff trained to lead Precision teaching, 7 staff leading SaLT interventions

Nurture support in place for SEND & chn in receipt of pupil premium (offering support to those with social and emotional needs)

All teaching assistants are supported to assist with pupil’s learning in the class.

All Teaching Assistants are trained to lead interventions

1:1/1:2 support in place at times for key chn with and without EHCP (does however depend on resources)

Small group support

Staff trained to support children with Aspergers and ADHD (high functioning) to learn in our mainstream environment – a small number of chn may have needs greater than we can support successfully in a mainstream setting

2. Support the setting provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

We regularly review the quality of teaching and learning to ensure that all children have the best possible experiences, whether they have additional needs or not. We have high expectations for all of our pupils and aim to provide good quality enrichment for all. We adopt a challenge for all approach to ensure that all children are encouraged to succeed and achieve to the best of their ability – learning is personalised wherever possible.

We support pupils with SEND in a variety of ways, through catch up programmes, small group work, precision teaching and specific intervention programmes. We lead small support sessions for chn with Dyslexia, Fine motor Skills needs, Speech and Language needs, Nurture groups for example.

We tailor or support to the needs of the child wherever possible.

Area of need	Intervention programme		Small group
Hearing	Sensory Consortium – external support	1:1	
Various	Precision teaching	1:1	✓
SEMH	ELSA & Nurture grps	1:1	Yes
Sp & La	SaLT in house and external	1:1	Yes
Maths	1 st Class/ 1 st Number	1:4	✓
Reading Phonics	FFT Reading support	1:1	✓ YES Small grps

<p>b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?</p>
<ul style="list-style-type: none"> • We have 24 Teaching Assistants and all of our staff are trained to lead learning and support those in need including More able children in the classroom. Some Teaching Assistants work with key chn and others lead small group interventions as well as support in class • We use a range of interventions but primarily offer Precision teaching in a number of areas, as well as Maths support and FFT Reading programmes. • We have three staff training on ELKLAN and who are supporting speech and language needs • All other staff have attended workshops led by CYPIT staff • We use a range of software packages to support phonics, reading and speech – as well as staff trained to deliver Alpha to Omega (Dyslexia programme) • We have online maths support available to all pupils
<p>c. How is the decision made about what type and how much support my child or young person will receive?</p>
<ul style="list-style-type: none"> • Adult and scaffolded support is based on need. We use external assessments as well as exemplar materials to support our judgements in relation to how a child is progressing. If we have a concern we will assess or benchmark in house. On some occasions we would ask for our Educational Psychologist to assess to provide additional guidance • We have provision maps and IEPs in school – these are reviewed termly • Each term staff meet with the SENCO/HT to discuss all pupils in their class and phase and any concerns are highlighted at this meeting • We have Individual Risk Management plans for chn who may be experiencing additional difficulties
<p>d. How will I (the parent) be involved in planning for and supporting my child or young person’s learning?</p>
<p>Parents contribute to their child’s learning plan through formal and informal meetings throughout the year. We aim to work closely with parents so that the child can receive the best and most effective type of support</p> <p>We have termly coffee afternoons, visits to class as well as offer 1:1 supportive afternoon once a term for parents to meet with the HT/AHT to talk about ways to help their child.</p> <p>Children have home /school books</p> <p style="text-align: center;">We also run workshops, support materials are regularly sent home, extra guidance is placed on our website. Early Help Advice if required.</p>
<p>e. How will my child be involved in his/her own learning and decisions made about their learning?</p>
<p>All staff are trained in a Kagan style of supporting chn, this concept focuses on pupil voice and eliciting opinion and next steps. The programme supports and promotes improved self-esteem and verbalising skills</p> <p>Pupils are encouraged to self-assess their work and to identify areas of need</p> <p>Staff encourage pupils to identify ways in which they can edit and improve their writing and support with strategies for reading</p> <p>Support is discussed in phase with the SENCO and staff are allocated accordingly</p> <p>Pupil conferencing takes place regularly as does a pupil self review of support they receive</p>

3. Children and young people's progress

a. How do you check and review my child or young person's progress?

Pupil progress meetings are held every six weeks
Tracking all SEND pupils and applying interventions where needed
EHCPs – progress is reviewed termly with all chn, additional observations are carried out as required.
Annual reviews are held and early reviews maybe scheduled if need arises
Support for those who need to 'catch up'
Additional homework materials, flashcards, tablet support

b. How do you involve my child or young person and parents in those reviews?

All children and parents are consulted and invited to make a contribution to the review
Parents may bring other people to support
A range of professionals are invited where appropriate
Meetings are inclusive and involve pupils and parents
Children with IEPs and PEPs are reviewed regularly

Parents are sent a copy of the review within 7 days

c. How do you know if the provision for children and young people with SEND at your setting is working?

All pupils attainment and progress is tracked every six weeks, any child not making progress is identified and discussed with the SENCO

Interventions are evaluated and outcomes feedback to teachers and Phase leaders
Amendments are made where required

External reviews – held regularly (last review June 2017 identified strong and effective provision)

4. Support for overall wellbeing

a. What support is available to promote my child or young person's emotional and social development?

ELSA and nurture groups at lunchtime and pm
Learning Nurture Mentor – full time
2 staff trained to lead ELSA
Safeguarding policies are reviewed each year and discussed at every Full Governing Body meeting
There are four members of staff trained as Designated Safeguarding Leads
Staff and Governors are trained on Safeguarding Basic Awareness by RBWM and outside providers
All credit checks are repeated after 5 years of service to ensure pupil and staff safety

5. Preparation for new and next steps

a. How will you help and prepare my child to join your setting?

Transition and home visits (Nursery included)
Transition and parent/pupil meetings

<p>Social Stories support for the child approaching any change Whatever is required to ensure a successful transition Staff support – staff will accompany children to their next school (yr 6 to yr7) Staff prepare a targeted plan to ensure smooth transition Visual support materials are prepared for chn who may benefit from them All new children receive a buddy on their first day</p>
<p>b. How will you prepare my child young people to join their next year group, school, college, stage of education or life?</p>
<p>Transition meetings with new staff in school and external Photo booklets – to support those with attachment needs and or those on the Autistic Spectrum Social Stories support for the child approaching any change Whatever is required to ensure a successful transition Staff support – staff will accompany children to their next school (yr 6 to yr7) Staff prepare a targeted plan to ensure smooth transition Visual support materials are prepared for chn who may benefit from them</p>
<p>6. Accessibility and specialist equipment</p>
<p>a. How accessible is the setting environment? Do you have an accessibility plan?</p>
<ul style="list-style-type: none"> • Is your setting wheelchair accessible? Yes it is • Have adaptations been made to the auditory and visual environment? Additional flooring in classrooms, Carpet in SALT areas Black out blinds in most classrooms • What changing & toilet facilities does the setting have for children and young people with SEND? 2 disabled toilets We do not have a hoist • Do you have disabled car parking for parents? 1 space
<p>b. What if my child needs specialist equipment or facilities?</p>
<p>We work closely with Sensory Consortium, Occupational therapy and CYPIT</p>
<p>c. How will my child or young person be included in activities outside the classroom including physical activities, clubs and trips?</p>
<p>All children are encouraged to be active members of the school community.</p> <p>- Any child with a 1:1 support at times during the day would need an adult to attend clubs after school but this can be a parent and or approved adult - includes those with medical needs and or challenging behaviour</p> <p>Risk Assessments are available for all areas and regularly reviewed</p>

<p>7. Training for staff, specialist services and further support</p>
<p>a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?</p>
<p>Staff are trained by external providers as well as professionals from CYPIT INSET from SEND team and Educational Psychologists</p>

<p>Staff receive regular in house top up training linked to differentiation and supporting chn with additional needs</p> <p>TEAM TEACH trained staff We have staff trained to deliver ELSA, SALT, Nurture Support, Dyslexia programmes. HT/SENCO sits on EHC panel and Early Help panels</p>
<p>b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?</p>
<p>We involve all relevant agencies when supporting a child in our care – where required including additional needs and social care</p> <p>We signpost support for families and advise of IAS</p>
<p>c. Who should I contact to find out about other support for parents, carers and families of children and young people with SEND?</p>
<p>You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families Tel: 01628 683182 Email: IAS@rbwm.gov.uk Website: http://ias-rbwm.co.uk/</p> <p>Please follow this link to the Royal Borough of Windsor and Maidenhead’s Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer</p>

<p>8. Policies</p>
<p>a. Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?</p>
<p>Yes we are fully compliant</p>
<p>b. Where can I find other setting policies relating to SEND?</p>
<p>The following SEND policies are available on the school website at the following link: http://www.st-lukesprimary.com/website/school_policies/58107</p> <ul style="list-style-type: none"> • Inclusion and Challenge Policy (SEND policy). • Accessibility Plan • Safeguarding Policy • Behaviour Policy & Discipline • Equality & Diversity Policy • Policy for Supporting Pupils with Medical Conditions Is also covered in our Inclusion and Challenge Policy <p>Other policies for example:</p> <ul style="list-style-type: none"> • Restraint Policy Is covered in our Behaviour & Discipline Policy(ODST) • Manual Handling Is covered in our Behaviour & Discipline Policy(ODST) • Personal Care Is covered in our Intimate Care with H&S • Whistleblowing Policy(Last reviewed October 2017)

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

No all we offer is listed above

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the setting and its provision for my child or young person?

- Parents are encouraged to meet with the child's teacher and or Phase leader if concerns are raised.
- If concerns are still evident parents are encouraged to see the Headteacher

If the school is unable to satisfy the complaint then our policy states that the complaint will be raised to the Chair of the Governing Body - copy on website

www.st-lukesprimary.com

11. Glossary

Terms used in this document	Description/explanation of term
IAS	Information, Advice & Support Services
EHCP	Education, Health and Care plan
IEPS	Individual Education Plan's
CYPIT	Children & Young People's Integrated Therapies
ELSA	Emotional Literacy Support Assistant
PEP	Personal Education Plan
SALT	Speech & Language Therapy
CAF	Common Assessment Framework

Date of last update of this document: November 2018

Date of next review: Autumn 2019