

**Beeston Hill St Luke's Primary School**

**SEND Information Report**

**June 2022**

Date of Approval:		<b>Date for Review</b>	June 2022
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<b>Signed: SEND Governor</b>		<b>Contact Details for the Assistant to the SENCO</b>	<a href="mailto:sarah.riley@bsl.leeds.sch.uk">sarah.riley@bsl.leeds.sch.uk</a> tel: 01132433375

**Definition of SEND**

Children have special educational needs when '.... they have a learning difficulty which calls for special educational provision to be made for them'.  
(Children and Family Act 2014)

A child of compulsory school age or young person has a learning difficulty or disability when (s)he

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has a disability which prevents or hinders him or her from the use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post 16 institutions

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best and become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

(SEN Code of Practice 2014).

Where pupil's progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN support may need to be made.

If you have any concerns regarding your child's progress, then please speak to either your child's class teacher or Mrs Michelle Palmer (SENCO) to discuss your concerns further.

Many children and young people who have SEN may also have a disability under the Equality Act of 2010 that is *'...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'*. Here *"long term"* is described as 12 months or more and *"substantial"* is regarded as more than minor or trivial.

**(SEN Code of Practice 2014)**

Distinctions are made between those children who may be underachieving due to limited or missed early years experiences through the provision of a rich learning environment and those children whose underachievement is linked to an additional learning need. The school aims to identify such needs quickly, providing the appropriate resources, interventions and expertise which will ensure children overcome any barriers which may prevent them from achieving their full potential.

Although we do not consider EAL (English as an additional language) as a special educational need, differentiated activities and individual learning programmes are provided for our children with EAL (Please see the EAL Policy on the school website).

At St Luke's we recognise that those children who are particularly able and gifted also require additional provision and this is also planned for and assessed to ensure pupils are provided with opportunities to support them reaching their full potential.

The SEND Code of Practice identifies four broad areas of SEN needs. These are Cognition and Learning, Communication and Interaction, Sensory and Physical needs and Social, Emotional & Mental Health needs.

## **POLICIES AND LEGISLATION**

**This School Information Report is written with reference to the following government legislation and school policies.**

### **Government legislation and Guidance**

- **SEND Code of Practice 2015**
- **Children and families Act 2014**
- **The Special Educational Needs and Disability Regulations 2014**
- **Reasonable Adjustment for Disabled Pupils 2012**
- **Equality Act 2010**
- **Keeping Children safe in Education 2020**
- **Guidance for safer working practice for those working with children and young people in education settings 2018**
- **Data protection Act 2018**

### **Policies**

The following policies can be found on the school website [www.beestonhillstlukes.co.uk](http://www.beestonhillstlukes.co.uk)

- **SEND**
- **Safeguarding and Protection**
- **Intimate Care**
- **Behaviour policy**
- **Assessment Policy**

### **Leeds Local Offer**

All local authorities must publish a local offer which outlines the support available for local children and young people with SEND, and their families. It provides information about the guidance and advice available across health, social care and education in the local area. The local offer includes information about available services and how to access them. To view the local offer in your area you can access the website using the link below:

<https://leedslocaloffer.org.uk>

**The SEND Code of Practice (2015) sets out the questions and information that must be addressed in this SEND School Information Report. This is in accordance with section 6.79 (pages 106-107). This ensures that our parents/carers have access to clear and transparent information about the provision, services and support that Beeston Hill St Luke's Primary school offers our pupils with SEND. Below is information that you may find helpful about how we will support your child's needs.**

**At Beeston Hill St Luke's, our Local Offer was published on our website ([www.bsl.leeds.sch.uk](http://www.bsl.leeds.sch.uk)) in April 2016 in line with current legislation**

### **What types of SEN do we provide for at Beeston Hill St Luke's?**

Our school supports all needs, including those pupils who do not have a diagnosis from an outside professional. When it is agreed with outside professionals and the pupil's family that they may require a more specialist setting, the school will work together with the family and the local authority to support their request.

We currently provide additional and/or different provision for a range of needs, including:

- **Communication and interaction e.g. Autistic Spectrum Disorder (ASC) or speech and language difficulties**

Pupils may have a range of difficulties including difficulties which may resolve in time as they develop. Children may have difficulties in understanding or making others understand information conveyed through spoken language. Their acquisition of speech and oral skills may be significantly behind their peers. Their speech may be poor or unintelligible experiencing problems with articulation and the production of speech sounds. Children may have a mild or severe stammer, or dysfluency.

Pupils with language impairments may find it hard to understand or use words in context. They may use words incorrectly with inappropriate grammatical patterns and have a reduced vocabulary or they find it hard to recall words and express ideas.

Pupils with ASC (Autism Spectrum Disorder) may have difficulties with understanding and using non-verbal, and verbal communication. They may have difficulties understanding social behaviour, which can affect their ability to interact with other. They may find it difficult to think and behave flexibly, which can present as restricted or repetitive behaviours. ASC can include difficulties with the production of speech: children may find it hard to find the right words or join them together meaningfully in expressive language. Pupils may also have difficulties in expressing thoughts and ideas or have delays in understanding or responding to verbal cues from others. Pupils may also find it hard to acquire language or understand language and how to use appropriate language for social interaction.

- **Cognition and learning**

**Moderate Learning Difficulties (MLD):**

Pupils with MLD's will be operating significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be met by normal differentiation and the flexibilities of the National Curriculum. Pupils will have much greater difficulty than their peers in basic literacy and/or numeracy and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

**Severe Learning Difficulty (SLD):**

Pupils with SLD may have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the curriculum without adult support. They may also have difficulties in mobility and co-ordination, communication, perception and self-help skills.

**Profound and Multiple learning Difficulty (PMLD):**

Pupils with PMLD have complex learning needs. In addition to very severe learning difficulties, pupils may have a range of other significant difficulties such as a physical disability, a sensory impairment and/or a severe medical condition.

**Specific Learning Difficulty (SpLD)**

Pupils may have difficulties with one or more aspects of learning. SpLD covers the whole ability range, and the severity of impairment varies widely. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). Pupils will have a particular difficulty in reading, writing, spelling or the manipulation of number so that their performance in these areas is below their performance in other areas. Pupils may also have problems with short term memory, organisational skills and co-ordination. A diagnosis is not necessary for SEN provision and a diagnosis does not mean they will necessarily require SEN provision in school.

(Send Code of Practice, 2015)

- **Social, Emotional and Mental Health (SEMH)** – for example, anxiety, attachment difficulties, obsessive compulsive disorder. SEMH is only a special educational need where additional provision is required to access the curriculum and where mental health needs or social circumstances present a barrier to learning. Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. Pupils may display challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse,

eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder, or attachment disorder.

The school has a clear whole school policy based on positive reinforcement and rules related to actions. Behaviour is monitored weekly by the Safeguarding Team. Parents and pupils are consulted and involved when issues arise. Individual pupils may receive additional, bespoke support from the Behaviour Team. The school has a behaviour room where pupils may work if their behaviour remains disruptive. Termly audits are conducted on all aspects of behaviour across all classes. The Governor's Pupil Welfare Committee monitors behaviour each year.

Some pupils may also have learning disabilities or other SEN alongside this category. A medical diagnosis in this category does not necessarily mean a pupil requires a special education. A pupil with a diagnosis may be disabled but may not have a special educational need. Some pupils are able to access the curriculum and learn effectively without additional educational provision. At the milder end of the continuum, pupils may have difficulties with social interaction and find it difficult to work in a group or cope in unstructured time. They may exhibit poor concentration or externalise behaviours such as temper outbursts and verbal aggression towards others. They may also be extremely withdrawn, quiet and find it difficult to communicate.

- **Sensory and/or physical needs e.g., visual impairments, hearing impairments, processing difficulties.**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate

Pupils with a Hearing impairment (HI) may have a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. A visual impairment (VI) is generally defined as an eyesight problem that cannot be corrected by wearing glasses, contact lenses or surgery. The terms partially sighted, low vision, legally visually impaired, and totally blind are used in an educational context to describe pupils with visual impairments. Multi-sensory impairments (MSI) pupils have a combination of visual and hearing difficulties. Many also have additional disabilities but due to their complex needs mean it may be difficult to ascertain their intellectual abilities.

- **Physical disability (PD)**

There is a wide range of physical disabilities. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For some pupils the impact on their education may be severe. This area might include genetic/inherited conditions and conditions such as cerebral palsy.

Some pupils may have SEND needs from more than one of the above categories. As a school we ensure that all staff are aware of pupils needs and that differentiated approaches are provided as part of high quality, individualised teaching which helps children overcome barriers to their learning. This support is outlined in our school provision map (see the SEN Provision Map on the school website for more information). If pupils are making less than expected progress and there is a significant learning gap between peers they may be assessed as having special educational need. This may also be linked with the development of fine and gross motor skills, self – care difficulties, cognitive development, difficulties with communication and social communication concerns.

#### **Who is the Special Educational Needs Co-ordinator?**

**Mrs Michelle Palmer** is the teacher with the responsibility for making decisions and developing strategic support for pupils with SEND across the school. The SENCo works alongside the Headteacher and has the support of a Higher-Level Teaching Assistant (Assistant to the SENCO). The SENCo is fully qualified and has completed a master's degree in Special Educational Needs (National SENCo Award). More information about the SENCO's responsibilities can be found in the school's SEND policy.

#### **If you are concerned your child may have SEND, please contact:**

##### **Your child's class teacher or**

Mrs Michelle Palmer [michelle.palmer@bsl.leeds.sch.uk](mailto:michelle.palmer@bsl.leeds.sch.uk) – SENCo

Miss Sarah Riley [sarah.riley@bsl.leeds.sch.uk](mailto:sarah.riley@bsl.leeds.sch.uk) - Assistant to the SENCo.

You can also contact the school office: 0113 2433375

#### **How do we identify pupils with SEND?**

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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. 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.

There is a clear process to help teachers who are concerned about a child's progress. This helps us to identify children's needs and implement the appropriate support quickly. This is called a 'Graduated response'.

- 1) In the first instance, class teachers will talk to the child's parents and gather information about their child.
- 2) Class teachers will carry out a baseline assessment using a finely detailed assessment tool. This, together with the teachers own observations, helps to identify gaps in the child's development and target appropriate support.
- 3) The Class teacher completes an internal referral form and raises their concerns with the SENCo. The SENCo will decide whether a graduated response is necessary.
- 4) An intervention support plan is completed. Teachers will set targets and review these at the end of a set period (usually at the end of a half term or full term). The child will be added temporarily to the SEN Register where they will be identified as receiving a 'graduated response' to learning.
- 5) Targeted intervention is then monitored and carried out over at least two terms.
- 6) The child's progress will be monitored through regular assessment and progress review meetings between the class teacher and the SENCo.

After at least two terms of intervention, the SENCo and the class teacher meet to explore any factors that may be affecting your child's progress and decide whether a referral to an outside agency is required for further advice and support. If necessary, parents may be invited to attend an additional meeting with the SENCO to discuss the next steps for their child and their placement on the SEN register under one of the SEN categories. If the child has made sufficient progress and the gap between them and their peers has closed, they will be taken off the graduated response and removed from the SEN register. This is also the same for pupils who may have been receiving SEN support for a number of years. Once it has been agreed they have made sufficient progress and the barriers to learning have been removed, and/or the attainment gap has closed, they will be removed from the SEN register.

For some pupils with more complex SEND, applying for an Education and Health Care plan may be considered. This is always in consultation with parents/ carers.

#### **How will the school support my child?**

- Class teachers' planning considers the needs of individual pupils and is adapted to meet the diverse range of needs in each class. This may be by adapting the curriculum/ lesson planning to match the needs of the child or the use of flexible grouping and seating arrangements.

Support may be used from additional adults; this may be in a group or an individual basis. For pupils with more complex needs they may require one to one support from an adult for some or all of the school day.

**The Class Teacher is responsible for:**

- Identifying vulnerable learners within the class.
- Discussing their concerns with the SENCo.
- Overseeing the management of any action plan and will have the challenge of securing good provision and good outcomes for all groups of vulnerable learners within the class.
- Planning for differentiated teaching and learning opportunities and the provision of agreed targets which are different from and additional to those normally provided (SEND Code of Practice 2015).
- Ensuring the effective deployment of resources – including teaching assistant support – to maximise outcomes for all groups of vulnerable learners.
- Ensuring where concerns continue after initial interventions, agree with the SENCo the need for additional support and consult with parents.
- Working together with the SENCo, agreeing where additional support is required, adding the pupil to the SEN list, and informing parents of this decision.
- Ensuring that where some pupils go on to require interventions, they work together with the SENCo and prepare an Individual support plan.
- This group of pupils will include those with Education, Health and Care plans who require SEN support.

**The SENCO is responsible for:**

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with the relevant designated teacher where a looked after pupil has SEN.
- Giving advice and support on a graduated approach to the provision for SEN.
- Advising on the deployment of the school's delegated budget and other resources to effectively meet pupil needs.
- Liaising with the parents of children with SEND.
- Liaising with Early Years professionals, other schools, Educational Psychologists, Health and Social Care professionals.
- Being a key point of contact with external agencies.
- Liaising with a child's new setting/school to ensure a young person and their parents are informed about opinions and a smooth transition is planned.

- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school and nursery keep up to date records of all children with SEN.
- Organising staff training around SEN.

**The Headteacher is responsible for:**

- Monitoring and evaluating the progress of all pupils including those with SEN and making strategic decisions which will maximise their opportunities to learn.
- Delegating responsibility to the SENCo and class teachers but is still responsible for ensuring every child's needs are met.
- Working together with the governing body to delegate the day-to-day implementation of this policy to the SENCo.
- Ensuring that the governing body are kept up to date about issues relating to SEN.
- Ensuring that governors are kept informed of the progress of all vulnerable learners and any issues over provision through:
  - The analysis of the whole-school pupil progress tracking system.
  - The maintenance and analysis of a whole-school provision map for vulnerable learners.
  - Regular meetings with the SENCo.
  - Discussion and consultation with pupils and their parents as appropriate.

**The SEN Governor is responsible for:**

- Developing and maintaining an awareness of the SEN provision in school on behalf of the Governing Body.
- Ensuring that the SEN budget is appropriately allocated to support the children with SEN.
- Providing up to date information to the Governing Body about the quality and effectiveness of provision for SEN and disability in school.
- Helping to review the SEN policy.
- Ensuring that the school's website publishes the school SEN offer.
- Demonstrating a clear working knowledge of the SEND Code of Practice.
- Demonstrating an awareness of the school's systems of SEND provision.
- Building a good working relationship with the SENCo.
- Supporting and challenging the Head Teacher and the SENCO with regards to SEN within the school.

Provision that is considered additional or above what we would normally provide (universal provision) is overseen by the SENCo and the senior leadership team. Please see the SEN provision map on the school website for more information about our provision.

The school budget includes funding which is used to support children with SEN. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school Governors on the basis of needs in the school.

Where pupils' needs are more complex and the element 1 and 2 funding has been used, we would then consider additional support through element 3. This is a top up funding known as Funding for Inclusion or FFI for pupils with significant complex needs who usually require a higher level of support.

#### **How will my child's progress be supported and monitored?**

- The school follows the guidelines from the SEND Code of Practice (2015) in our approach to a pupil with SEND's learning. This is called the 'Graduated approach'. This includes a four-part cycle of 'Assess, plan, do, review'. Where children are already placed on the SEN register, the SENCo and class teacher will meet regularly to review progress against the outcomes set on an individual SEN support plan or outcomes that are set by outside professional's support plans, for example, Speech and language therapy.

#### **The Graduated approach**

**Assess-** This involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

**Plan-** This stage identifies barriers for learning, intended outcomes, and details what additional support will be provided to help overcome barriers. Decisions are recorded on an Intervention support plan or a SEN support plan and form the basis for review meetings.

**Do-** Implementing the support- extra assistance for learning as set out in the support plan.

**Review-** measuring the impact of support provided and considering whether changes to that support need to be made. All those involved such as parents, teachers, SENCO, pupil and outside agencies contribute to this review. This stage then informs the next cycle.

- Class teachers and in some cases the SENCo (ISAR reviews in Nursery and reception) will meet with parents at the end of each term to review short term targets and to discuss progress made. The school also encourages an open-door policy approach where teachers are accessible at the beginning and the end of each day.
- The school closely monitors and reviews pupil's progress and attainment of SEND pupils through assessment levels, attendance data and other forms of summative assessment (e.g., reading and spelling tests) used by the class teacher where appropriate. Where children have a cognitive learning difficulty their progress is also tracked and monitored using a detailed assessment tool called B squared. Pupils with more complex needs may be tracked on B Squared in more than one area or SEN e.g., communication, social, emotional and mental health and physical needs.

- Regular book scrutiny and lesson observations will be carried out by the Headteacher and other members of the senior leadership team to ensure that the needs of all children are met, and the quality of teaching and learning is high.
- The SENCO conducts termly whole school reviews (Quality, Monitoring and Assurance'). This involves the evaluation of the quality of 'Inclusion' across the school. The SENCO will carry out observations of pupils, lessons and support staff to ensure that all learners with SEN are receiving access to a broad and balanced curriculum alongside a high standard of quality provision and education.
- The SEND register is reviewed and updated each term and shared with class teachers to ensure everyone is aware of pupils' needs. Pupils will be taken off the register if they make expected or sufficient progress. Pupils will be added to the register where a need is identified in discussion with parents and class teachers. Parents will be informed formally of this by letter.
- Pupils with an Education and Health Care Plan will receive, in addition to the review cycle, a statutory annual review chaired by the SENCO (or the Assistant to the SENCO in her absence).
- Pupils who receive additional funding will receive in addition to the review cycle, an annual FFi review chaired by the SENCO (or the Assistant to the SENCO in her absence).
- Pupils who receive additional funding or have more complex needs may have in place a communication passport, an individual timetable and an individual provision map which outlines support. These are placed in a 'Working file' which is readily available for unfamiliar staff who may need to work with the child in the key worker's absence. This ensures everyone is fully aware of the child's needs and ensures a continuation of high-quality support with minimum disruption to a child's routine and learning.

### **How will my child be supported with transition?**

As a school we understand the anxiety and the negative impact a transition to a new class or setting may cause for our pupils with SEN. We seek to provide a robust and successful transition for all our pupils with SEN.

### **Starting Reception Class**

- The SENCO and class teacher attend transition meetings with the child's current setting or carry out a home visit to gain information about your child.

- We provide an 'All about Reception' film clip which includes information about the school environment, staff and daily routines. This is sent by a secure link to parents so they can watch this over the summer holidays with their child.

### **Moving to a new year group**

- The SENCO arranges and chairs transition meetings between your child's current class teacher/keyworker and key staff from the new year group. There will be opportunities for your child to make additional visits to the new classroom during the last half term and the new teacher/keyworker will also spend time in the summer term visiting your child in their class. This will enable them to find out more information from key staff and to get to know your child.
- An 'All about me' film clip is given to new key staff. This includes a short film which shows your child taking part in particular activities, therapies and routines that are vital to ensuring continuation of your child's progress. The film also shows children expressing their likes and dislikes either through verbal, visual or observational means.
- Again, you and your child will receive an 'My new class' film clip which includes the new year group environment, staff and daily routines etc. This is sent by a secure link and can be shared with your child over the summer holidays. This ensures the information is still fresh in your child's mind by the new term in September.

### **Secondary School or transition to other settings e.g., specialist provision**

- The SENCO will contact your child's new school once a school has been named to start planning for a transition. Successful arrangements and interventions currently in place will be shared with the new school to support your child, and additional visits are planned to help your child become familiar with a new environment. Some schools may come and visit your child at St Luke's to get to know your child before they move. Again, an 'All about me' film clip featuring vital information about your child will be provided to the receiving school. Other settings will have their own arrangements for providing you with information about their school.

These arrangements are the same for new pupils attending or leaving 'The Oasis' class (Resource provision base attached to the school).

### **How do we work in partnership with parents / carers and pupils?**

At St Luke's we rely heavily on the strength of our relationships with parents. These relationships become a very valuable asset where the children have SEN, and we know these children benefit most when:

- Open, confident working relationships are established
- Parents are reassured that their child will receive the best possible support at school
- We are able to assist parents in providing appropriate support at home
- We keep parents informed of all interventions and provision and of progress made, as well as any difficulties we may encounter
- Parents are made aware of visits from external agencies
- Parents are encouraged to attend regular reviews
- Parents feel involved in the child's progress and in the decision-making process

The views of our parents are very important to the process of identifying and supporting pupils' special educational needs. As a school, we recognise and understand that parents hold vital information about their child, and they are the people who know their child best. Regular meetings take place to discuss your child's needs, targets, progress and provision. Due to the high number of meetings the SENCo has to attend, she is unable to attend additional termly progress reviews with parents in key stages 1 and 2, therefore, Intervention and SEN support plans are designed to ensure parents are given the opportunity to provide written feedback on their child's progress. Parents comments are reviewed by the SENCo on a termly basis. This ensures that as a school we are listening to and considering parents' views and wishes about their child on a regular basis.

We send regular whole school newsletters home with information about things that have happened in school during the week. In addition to this, where necessary, we also communicate via individual home/school diaries. In the Oasis, home/ school diaries are also provided. In addition to this, regular updates and observations detailing children's progress are uploaded for parents to view via an app called Evisense. Parents are also able to make comments and upload photos for the Oasis class teacher to review. This keeps the staff updated on news from home.

At St Luke's we also have a Family Support Worker (Jemma Lane) who has been in place since 2007. Jemma has been a very valuable asset in offering advice and assistance to parents and families.

#### **How do we listen to the views of our pupils with SEND?**

In addition to the above, pupils are able to contribute to the reviews of their progress and the setting of new targets either by verbal means, the use of visual aids or teacher observation which is then recorded on the pupil's support plan. For pupils who have difficulties communicating verbally, daily communication diaries are in place. As a school, we recognise that some children who have significant difficulties communicating are unable to share their school day with parents at home. To support this sharing of information between a child and their parents, we provide daily communication diaries. These diaries include a photograph and a comment about something significant that has happened during the child's day in school. Pupils are fully involved in this

process wherever possible, including taking photos using an iPad of the activity, printing the image and sticking it in their book. The child contributes by recording their views either through visual aids or a short comment is provided by a member of staff.

Pupils are also able to communicate choice to staff by the use of visual aids, objects of reference or communication exchange systems such as PECS (Picture Exchange Communication System).

### **What adaptations are made to the curriculum and learning environment to enable pupils with SEND to have access?**

At St Luke's, we have a very strong inclusive ethos, and we strive to follow the social model of disability, equality and inclusion. We ensure that all our pupils with SEND have access to a broad and balanced curriculum and that they are able to engage in a range of after school activities, educational visits, and residential trips. Prior to day/residential trips, teachers will consult with the SENCo or visit venues to determine how best the trip can meet your child's needs. In line with the Equality Act 2010, teachers will find alternative providers/venues should your child be unable to access the building or the intended learning environment.

In line with the Equality Act 2010, we also endeavour to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups; and
- Foster good relations between different groups

At St Luke's we are committed to the principles within the National Inclusion Statement in that we always strive to:

- Set suitable learning challenges.
- Respond to pupils' diverse and individual needs; and
- Attempt to overcome potential barriers to learning and assessment

The curriculum for pupils with SEN can be flexible and is differentiated to need. The SENCO, teachers and teaching assistants etc. work together to maximise effective access.

**What arrangements are in place to ensure accessibility and access arrangements?** All areas of the school and playground are accessible to wheelchair users. The school is on one level and has wide doors to all classrooms. There is a disabled access toilet in school for use by children, staff and visitors as well as three fully equipped hygiene suites. An accessibility plan is reviewed by the SENCO on an annual basis and is available on our school website. You can also find more information about how we adapt the school environment for pupils with SEN and disability in the 'School Environment' section within the whole school SEN provision map on the school website (<https://beestonhillstlukes.co.uk>). You can find more information in our school 'Accessibility Plan' which is also available on our school website.

**Arrangements for admissions** -these arrangements are clarified in the school's Admissions Policy which is available on the school's website. Please note that children will require an Education and Health Care plan for admission to the Resourced Provision class and these admission arrangements are made through the local authority (SENSAP) **not the school**.

If parents /carers have English as an additional language (EAL) or New to English (NtE) we can arrange for a translator to attend meetings. This can be either in person or through the language line service. This ensures parents are able to express their views.

For some pupils, additional arrangements can be made to enable full access to statutory tests which may include additional time, rest breaks or the use of a reader/scribe. Your class teacher or SENCO will discuss this with you if it is determined your child may benefit from these arrangements. We apply for extra time for a small group of pupils each year- this is based on their reading speed. The extra time has to be granted. Rest breaks/readers and scribes are based at our discretion, but they have to be part of normal classroom practice and cannot be just used in and for assessment purposes.

**How do we support and improve emotional and social development and provide extra pastoral support arrangements for listening to the views of pupils with SEN, and what measures are in place to prevent bullying?**

All children complete a comprehensive PSHE curriculum with dedicated time allocated each week. Children requiring additional support receive extra provision from the Behaviour Team following an emotional literacy programme designed to help children control and understand their feelings. As a school, we recognise and understand the importance of children needing to be in a calm emotional state in order to be ready to learn and be able to participate in daily lessons and activities. Children with more complex SEMH needs may require a more bespoke curriculum which is designed to support their emotional regulation. This may include scheduled access to a safe space such as low arousal area, or frequent access to specific activities which have a calming effect on the child's emotional state. They may also have access to social stories or social groups designed to target and improve specific social skills. These children will usually be in receipt of funding or an EHCP (Please see the school SEN provision map on the school website for more information).

Listening to children's views is a vital aspect of improving their emotional and social development. Some children may have difficulty expressing their views due to difficulties with communication and may be unable to communicate their views verbally. Staff are trained to respect and act upon children's views by using strategies such as providing opportunities for children to 'choose' or express their views using visual strategies such as 'PECS', symbols depicting activities or a 'Talking mat' system. Some staff are also trained in Makaton which supports children to express their views through the use of physical signs.

The school has an anti-bullying policy which was written by the children for the children. The children conducted an audit of all the children and also spoke to the children in assembly about what bullying is and what they should do if they think they are being bullied. That staff are trained to be extra vigilant in looking for signs in children with SEN being bullied. This includes changes in behaviour, a low demeanour, signs of withdrawal or agitation. The higher to adult pupil ratio for pupils with SEN allows staff to address any issues immediately with other pupils and they can raise this with the SENCO, and at weekly safeguarding meetings.

#### **How are our staff trained to meet the needs of pupils with SEND? and how do we secure specialist support?**

The SENCo regularly conducts in-house training around specific areas of need relating to SEN and also any current government and local authority initiatives/ policies ensuring best practice is shared with teachers and support staff. Staff also receive practical hands-on advice and support from the SENCo. The SENCo also attends regular training and has completed a master's degree in special educational Needs. The SENCo and the Assistant to the SENCo are the school's trained Lead Practitioners in Autism and they teach and manage the resourced provision for children with complex communication needs.

At St Luke's, we have a number of staff who are members of our Complex Needs Team. Some of these staff have specific expertise in supporting pupils with SEN/ disabilities and have developed skills in the following areas:

- Autism and social communication difficulties
- Intensive Interaction
- Lego therapy
- Makaton
- Sensory Differences
- British sign language
- Visual impairment

At St Luke's, there are members of our Senior leadership team who specialise in subject areas and specific difficulties relating to the subject. Our current literacy leads are Louise Booth (Head teacher) and James Lillywhite (Assistant to the Head). Another member of our senior leadership team Ali Forth

(Assistant to the Head) has completed training in Meeting the Specific Needs of SPLD (Specific Learning Difficulties) and literacy together with the SENCo (Michelle Palmer). This training has enabled the school to create a whole school approach to Dyslexia, building capacity to support learners who may present with a learning profile associated with Dyslexia.

Yvonne Tetley our Behaviour Support Manager has been trained to support pupils with mental health issues and has studied strategies to develop emotional literacy. Mrs Tetley is a member of the Safeguarding Team and is a trained Designated Safeguarding Lead. Mrs Tetley acts as the Deputy Designated Safeguarding Lead in the Headteacher's absence.

Please, refer our whole school provision map which is placed in the SEN section on the school website. This provides detailed information around the interventions and support that are in place across the school to help meet the needs of pupils with SEND.

#### **What support from outside agencies do we use to help your child?**

Some of our pupils may have access to our Specialist Dyslexia teacher (Lisa Ryan) or our Speech and Language Therapist (Chatterbugs, Safah Raza) who visit the school every week or once every two weeks to conduct assessments, interventions and therapy with specific pupils. The Oasis benefits from a designated Specialist Speech and language Therapist (Chatterbugs, Annabel Brodie) who attends every two weeks and an Educational Psychologist (Lisa Atkin) who visits twice a term.

If pupils and their families require further additional specialist support, we can refer to a number of different agencies for specialist advice.

The school and the SENCo work closely with outside agencies, as and when appropriate. These include (but are not restricted to):

- Educational Psychologist (EP),
- Special Educational Needs Inclusion Team (SENIT),
- Visually Impaired Service (VI Team),
- Specialist Training in Autism and raising Standards (STARS)
- Deaf and Hearing Impairment Team (DAHIT)
- NHS Speech and Language Therapy (SALT),
- Occupational and Physiotherapy Services etc.
- Virtual School (Looked after children)
- School Nurse service
- School Continence Nurse

- SCOPE (Disability charity)
- Early Help plans – multi agency meetings with parents to support the family.

**The Oasis – Our Resourced provision class for children with complex communication needs.**

**What is our approach?**

All children must have an Education and Health care Plan to attend The Oasis. The admission arrangements are different to the normal arrangements for the mainstream school. All pupils are placed by the local Authority **and not by school**, however, our pupils are very much part of our mainstream school community, and they are included in all aspects of school life wherever individual needs allows us to do so. Staff within The Oasis work closely with members of our complex needs team in the mainstream part of school to offer support and advice. **A place in our mainstream classes does not guarantee your child a place in The Oasis or access to the class provision.**

The Oasis is a smaller class with a low arousal environment specifically designed to meet the needs of pupils with ASD. The curriculum is designed to meet the needs of children with complex communication difficulties and still operating within earlier stages of development and who may still require access to play provision as part of their learning. The children have access to a small secure outside area and a small sensory suite.

Please see the Resourced Provision section on our school website for more details.

**Contact details for support services for parents of pupils with SEN.**

Type of SEN	Name of organisation	Contact details
Communication /interaction	National Autistic society	<a href="http://www.autism.org.uk">www.autism.org.uk</a>
	Young minds	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a> Parent helpline 0808 802 5544
Speech and language	ican website NHS service	<a href="http://www.ican.org.uk">www.ican.org.uk</a>
Social Emotional and Mental health	Leeds Mindmate CAMHS Child and Adolescent Mental Health Service	<a href="http://www.mindmate.org.uk">www.mindmate.org.uk</a> <a href="http://leedscommunityhelathxare.nhs.ukcahms/home">http://leedscommunityhelathxare.nhs.ukcahms/home</a>

<b>ADHD</b>	<b>Young minds</b>	<b>Parents helpline 0808 802 5544</b> <b>Www.youngminds.org.uk</b>
<b>Cognition and learning</b>	<b>National Dyslexia Society</b>	<b>www.bdadyyslexia.org.uk</b>
<b>Sensory and Physical</b>		
<b>Sensory impairments e.g., hearing, visual or physical disability</b>	<b>Scope</b> <b>For disability information</b>	<a href="http://www.scope.org.uk">www.scope.org.uk</a> <b>0808 800 3333</b>

#### **Arrangements for handling complaints**

##### **Complaints Procedure**

**The school has well established procedures for dealing with parental complaints. Parents who feel they have a complaint should approach the class teacher in the first instance. Should they not feel they have achieved a satisfactory outcome, they should arrange to see the SENCo (Mrs Michelle Palmer) and or Headteacher (Mrs Louise Booth). Should they remain dissatisfied, then a complaint, in writing, must be made to the Governors.**

Please see the school website for further information about our complaint's procedures.

For complaints that are related to statutory SEND procedures e.g., EHCP assessment or naming a school, please refer to the procedure set out in the SEND Code of Practice <https://www.gov.uk/governemnt/...send-code-of-practice-0-to-25>

This report details our annual offer to learners with SEND. To be effective it needs the views of all: Parents, pupils, governors and staff.

If you have any comments, please contact Mrs Michelle Palmer (SENCO) 0113 2433375.

