



St. Luke's C.E. Primary School

Special Educational Needs

Annual Report 2020 - 2021



Please note: Government guidance during the COVID-19 pandemic has necessitated adaptations to normal practice in school, including but not limited to seating arrangements in classrooms, proximity of adults to pupils, movement and size of groups around school, arrival and departure routines and a reduction in non-essential visitors to site. The wellbeing of pupils and staff remains paramount and the impact of these changes has been minimised wherever possible.

What types of Special Educational Needs do we provide for?

At St. Luke's we provide for pupils with a broad range of needs, across the four main areas as defined in the SEN Code of Practice:

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

How do we identify and assess pupils with SEN?
Who is involved in the process?

The SEN Code of Practice states:
` A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:
a) have a significantly greater difficulty in learning than the majority of others of the same age, or;

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

At St. Luke's, we aim to identify any additional needs a child may have as early as possible, so we can offer timely, personalised support.

Pupils will only be identified as having SEN if their specific needs (as identified in the 4 main areas of the SEN Code of Practice) require provision which is significantly different from, and additional to, our Quality First Teaching approach. We use a variety of different methods to identify these needs, including:

- Consultation with year-group staff and observation of/interaction with pupils.
- Monitoring of pupil progress, with screening and early intervention processes.

- Consultation with parents.
- Liaison with professionals external to school, e.g. Speech & Language Therapy, Occupational Therapy, Educational Psychology, Community Paediatrician, School Nurse Team.
- On-going liaison with year group staff to continually monitor progress.

Who are our special educational needs coordinator (SENCO) and SEN Governor, and how can they be contacted?

Our SENCO, Mrs. Becky Wilson, can be contacted via the school office on 01704 872692, or by email at wilsonb.stlukesformby@schools.sefton.gov.uk. Appointments are available on Thursdays when Mrs. Wilson is not teaching her Year 3 class. Mrs Chris Payne, our SEN Governor, can also be contacted via the school office.

What is our approach to teaching pupils with SEN? How do we adapt the curriculum and learning environment?

Our provision for pupils with SEN is delivered via a graduated approach, as follows:

Quality First Teaching
All lessons are delivered within a challenging but supportive environment. Teaching is tailored to meet the needs of groups and individuals, with reasonable adjustments made to ensure all pupils are able to access and participate in the curriculum offering. Differentiation may take the form of adjusted questioning, altered tasks or defined levels of adult support. Specific resources may be provided, and expected outcomes may differ according to the abilities of groups and individuals. Pupils may at times work in learning areas other than their usual classroom setting. Pupils are grouped flexibly to offer opportunities for peer support and similar-ability challenge. This maximises learning opportunities for all, whether children are working beyond, at, or towards age-related expectations.

Enhanced Quality First Teaching/Additionality
Some further adaptations may be necessary to ensure pupils make progress. This may take the form of additional differentiation of tasks, extra practice of a specific skill, booster lessons (e.g. to ensure maths lessons are embedded) or direct adult support in some lessons.

Intervention

A range of intervention strategies may be used to ensure pupils with SEN are able to access the curriculum. The SENCo is responsible for arranging and coordinating additional and different provision at this stage, to enable the pupil to learn effectively. Teachers and support staff will work closely with the SENCo to devise and deliver a learning programme, based on assessments and observations, which outlines specific, measurable targets and the strategies planned to meet them. Pupil progress will be monitored closely, with regular review and amendment of targets.

Specialised support/Involvement of external agencies

For those pupils whose progress continues to cause concern, school may seek parental consent to request support from external agencies. Class teachers, using the advice given by these agencies, will implement new targets and fresh strategies which are closely tailored to individual pupil needs. At this stage a SEN support plan will be created to document why/how/when support will be given; these plans will be shared with parents and reviewed and updated regularly, at least termly.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

Wherever possible, pupils with SEN are fully included in planned classroom activities. At times it may be more beneficial to the pupil's learning for them to work with a small group or 1:1 with an adult, either in or outside of the classroom.

Where the requirement for support is minimal, pupils will be encouraged to develop independence.

How do we consult with parents of pupils with SEN and involve them in their child's education?

How do we consult with pupils with SEN and involve them in their own education?

If a pupil is identified as having SEN, a SEN support plan will be written by the class teacher, in consultation with pupils, parents, support staff and the SENCo. This plan will be reviewed termly, but is a 'live document' which can be amended or updated at any time, based on communications between home, school and (if relevant) external agencies. Termly reviews may take place at Parents' Evenings or in separate, multi-agency meetings, as appropriate to individual circumstances.

Pupils are at the centre of the planning process; their views are sought and recorded in their individual plans, both when the plan is first written and when it is reviewed each term. Pupils are offered opportunities to share their views in writing, in pictures or by speaking to a familiar adult.

How do we assess and review pupils' progress towards their outcomes?

All pupils with SEN are assessed against statements drawn from the 2014 National Curriculum and will be described as working towards, working at, or working above the expected standards for their specific year group. For some pupils with SEN we may use the 'B-Squared' assessment system, which breaks National Curriculum expectations down into smaller, more easily attainable steps. These assessments are regularly moderated across year-groups, key stages, school and with other schools in the Formby area. Our senior leadership team checks the progress of all pupils at least termly, holding Pupil Progress meetings to discuss areas of concern and strategies to support learning. Where appropriate, progress and target setting may also be discussed with external agencies, e.g. Sefton Inclusion Support Team.

How do we support pupils moving between different phases of education?

Transition meetings take place between teaching and support staff as children move between year groups, during which detailed information about effective teaching and learning strategies are communicated. If the curriculum has been personalised for a pupil, this information will also be passed forward. In some cases, support staff may move between year groups to support continuity of provision. Some pupils may pay several visits to their new classroom (or, for Year 6 children, new secondary school) prior to the start of the next school year. Pupils may, where appropriate, complete a transition passport/information booklet.

How do we support pupils with SEN to improve their emotional and social development?

A wide range of strategies are employed across school to support the development of pupils' social skills and enhance their self-esteem. These may include specific programmes such as:

- Whole class Personal, Social, Health and Citizenship lessons.
- Small group programmes, e.g. Living Language.
- Play-time leaders initiative.

Home-school diaries may be used to support communication and school has an open-door policy where parents are welcome to speak to teachers before or after school.

Individual work stations are available in each classroom, providing pupils with the opportunity to work in a quiet space away from distractions or sensory stimulation. Pupils may also be offered 'time out' opportunities to manage anxiety and promote emotional wellbeing.

All pupils are expected to follow the school's reward and sanctions systems, as detailed in the Behaviour Policy. Where appropriate, pupils may be offered short-term behaviour support plans, allowing them to work towards highly individualised targets on a session-by-session basis.

Pastoral support may be offered by year-group staff, by the Senior Leadership team or by our Parent Support Advisor, Mrs. Dwan.

Where appropriate, some pupils may receive 1:1 support at break and lunch times, which may include personal care. Trained support staff

supervise children over lunchtime, and are regularly updated on the needs of individual pupils.

What expertise and training do our staff have to support pupils with SEN?

Teachers and support staff are highly skilled in adapting teaching to meet the diverse range of needs in each class. Regular live INSET training opportunities ensure staff are kept up to date with developments in educational methodology and pedagogy on the new SEN Code of Practice, and an every-increasing array of on-line training is made available to staff to ensure skills and knowledge remain current.

Additional training is given to support teachers and teaching assistants where appropriate, enabling them to meet the needs of their pupils. Training is accessed from a range of providers, including Sefton Inclusion Service, OSSME/Together Trust, Sefton Speech & Language Service and the NHS School Nurse team.

We are proud to be a Dyslexia Friendly School and have embedded strategies in daily classroom practice to meet the needs of children who have both diagnosed and undiagnosed dyslexic tendencies. Staff are trained to support children with communication difficulties, social and emotional difficulties, sensory issues and dyscalculia. Specific training has been delivered to help staff support pupils with Autistic Spectrum Condition.

Extensive training has taken place to support the teaching of phonics and maths, enabling teachers to plan bespoke provision for their classes.

<p>How are human and physical resources deployed at school?</p>	<p>School receives funding from the local authority, including provision to support the learning of pupils with SEN and/or physical disabilities. If a pupil's individual needs require support beyond what is usually available, additional funding may be allocated and school may apply for top-up funding. The budget for SEN takes into account the needs of pupils in school and is allocated following consultation between the Headteacher and the school's Governing Body. The Headteacher will then work with the SENCo to evaluate current provision and plan for future needs, deploying and training staff and providing equipment and other resources. School-wide provision is continually reviewed and adjusted to maximise the impact of support on pupils' learning and achievement. The most recent OFSTED report stated, ' Staff who support disabled pupils, and those with a special need, do an excellent job because the help they provide is extremely well matched to pupils' precise needs'.</p>
<p>How do we consider parents' and pupils' views? Who can young people and parents contact if they have concerns?</p>	<p>We are keen for parents and carers to be closely involved in all aspects of their children's learning so believe strong home-school links are essential. Regular meetings take place between class teachers and the parents of pupils with an identified SEN, ensuring families are aware of the strategies and resources being used in school to support their child. For some pupils it is appropriate for parents and professionals to meet for formal termly reviews, to ensure provision is appropriately tailored to their child's needs.</p> <p>Parents of pupils with SEN are actively encouraged to share any questions or concerns they have with their child's class teacher, the SENCO or the school's Leadership Team.</p>
<p>How well do pupils with SEN progress?</p>	<p>The school's most recent OFSTED report states, 'Pupils make good progress from their various starting points... Disabled pupils and those with special educational needs make similar progress to their peers due to the good support in school and the school's effective partnerships with external agencies.' All pupils are encouraged and supported to achieve their potential and we take pride in the impact our inclusive approach has on the whole child.</p>

Where can the LA's local offer be found? How have we contributed to it?

Details of Sefton Council's Local Offer can be found at <https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0> .

We contribute to the offer through regular dialogue with agencies and professionals, using our experience and expertise to help shape future planning.

