



St. Luke's Catholic Primary School
SEN Information Report 2017

SEN Code of Practice 2014	Provision at St. Luke's Catholic Primary School
<p>What kinds of special educational needs do St. Luke's make provision for?</p>	<p>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:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and Learning • Social, Emotional and Mental Health difficulties • Sensory and/or Physical needs
<p>How do you identify children with SEN and assess their needs?</p>	<p>The SENCO (currently Mrs Marie Grealis) 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 SENCO 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.</p>
<p>How do you consult parents of children with SEN and involve them in their child's education?</p>	<p>We offer:</p> <ul style="list-style-type: none"> • Parent consultation meetings with class teachers and support staff. • Children identified with SEN may have a 'Child Profile' completed which is shared with parents. • SENCO 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.

<p>How do you consult with children with SEN and involve them in their education?</p>	<p>We offer:</p> <ul style="list-style-type: none"> • Regular opportunities for children to be involved in setting personal targets and evaluating progress towards them • 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
<p>What arrangements do you have for assessing and reviewing progress towards outcomes?</p>	<p>The SENCO, Subject Leads and class teachers track the progress of all children in reading, writing and maths 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, SENCO and CT termly in Pupil Progress Meetings.</p>
<p>What arrangements do you have for supporting children as they move to the next phase in their education?</p>	<p>The SENCO and/or Year 6 CT will meet with the Head of Year and receiving High School SENCO 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 SEN children.</p>
<p>Which approaches do you use to teach children with SEN?</p>	<p>The school uses a wide range of strategies to support individual SEN children, so 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.</p>
<p>How do you adapt the curriculum and learning environment for children with SEN?</p>	<p>The SENCO and CT consult with external agencies (eg. Occupational Therapists, Educational Psychologists, visual/hearing specialists, S&L, Physiotherapists) to ensure that learning environments are adapted to meet specific needs.</p>

<p>How do you train staff to support children with SEN, including how specialist expertise will be secured?</p>	<p>Each teacher is fully accountable for ensuring the progress of children with SEN. 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 SEN children. We also employ a Dyslexia Specialist who works with and supports staff.</p> <p>Staff training is arranged to ensure that staff are confident in working with children with SEN, such as:</p> <ul style="list-style-type: none"> • SENCO delivering staff meetings • SENCO holds register of all SEN related training • Provision in budget for SEN training • SENCO organises external training for staff • SENCO attends regular cluster meetings for SENCOs and CWAC training
<p>How do you evaluate the effectiveness of the provision made to children with SEN?</p>	<p>As noted above, this includes tracking, evaluation and setting of individual targets, discussion with children and parents.</p> <p>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 SENCO, the class teachers can then identify next steps alongside the child and the parents.</p> <p><u>The child's class teacher is fully accountable and responsible for assessing the needs of each child with SEN.</u></p>
<p>How are children with SEN enabled to engage in activities available with children in the school who do not have SEN?</p>	<p>We have a strong inclusive ethos which is underpinned by our school mission statement. The SENCO and CT assess the needs of each individual child with SEN 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.</p>

<p>How do you support the emotional and social needs of the children with SEN?</p>	<p>The SENCO liaises with specialist support agencies to provide targeted support eg. CAHMS, autism team, behaviour consultants, educational psychologist, school health.</p> <p>Classes also receive Personal, Social, Health and Citizenship Education in class/assembly to address topics of personal health and wellbeing, anti-bullying work, E-safety.</p> <p>External groups may also come in to run workshops for information sessions for children and families.</p>
<p>How does the school involve other bodies in meeting children's SEN and supporting their families?</p>	<p>The SENCO 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.</p> <p>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.</p>