

School Information Report for SEND Provision

Consortium statement

“As part of Tiptree and Stanway Consortium of 15 schools we have a similar approach to meeting the needs of pupils with SEND and are supported by the local authority to ensure that all pupils regardless of their specific needs make the best possible progress in school. We make a school offer based on our collective resources, as well as the individual ethos specific to our individual schools”

This school information report has been written in line with the 2015 SEND Code of Practice.

St. Luke s is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

St Luke s is committed to inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

The questions below will support you in understanding the SEND provision offered by our school.

Who is responsible for the SEND provision at school?

In line with the SEND Code of practice all Class Teachers are responsible for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Under the SEND Code of Practice, a Special Educational Needs Coordinator (SENCo) is responsible for coordinating the school's provision for children with Special Educational Needs and Disabilities (SEND). This includes developing and implementing the school's SEND policy, coordinating support for individual students, and working with staff, parents, and external agencies to ensure a graduated, "assess, plan, do, review" approach to support. The SENCo also advises teachers on strategies and provision, helps manage support staff, and ensures the school is compliant with SEND regulations.

Key responsibilities of the SENCO

Strategy and Policy

Work with the Head teacher and governing body to develop the school's SEND policy and strategy.

Implement the SEND policy and ensure its day-to-day operation.

Coordination and provision:

Coordinate all provision for students with SEND, including those with Education, Health and Care (EHC)

plans.

Ensure the "assess, plan, do, review" cycle is implemented for individual students.

Support for staff:

Advise colleagues on SEND strategies and best practices.

Support teachers in implementing the graduated approach for their students.

Manage and oversee teaching assistants and other support staff.

Liaison and communication:

Liaise with parents of children with SEND.

Work with external agencies such as educational psychologists and health and social care providers.

Monitoring and assessment:

Carry out assessments of pupils with SEND to identify their needs and monitor progress.

Oversee record-keeping in a way that supports a participative decision-making process.

Keep updated on SEND policies and share relevant information with colleagues.

The SENCo is Clare Walker who holds the SENCo National Award and a post graduate diploma in Special Educational Needs.

The Governor Responsible for SEND is Scarlett Lloyd who can be contacted via the school office.

What kind of SEND need does our school support?

A pupil has SEN where their learning difficulty or disability calls for special education provision, that is provision different from or additional to that normally available to pupils of the same age.

There are four broad areas of SEND, these are:

Communication and Interaction

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs. Children with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Every child is different and their needs may change over time. They may have difficulty with one some or all of the different aspects of speech, language or social communication at different times of their lives. We assess each child in the reception class using formal assessments, observations and interactions with children. The class teacher will discuss any concerns with the SENCo and then decide on the most appropriate intervention for that child, at that time.

Cognition and Learning

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning

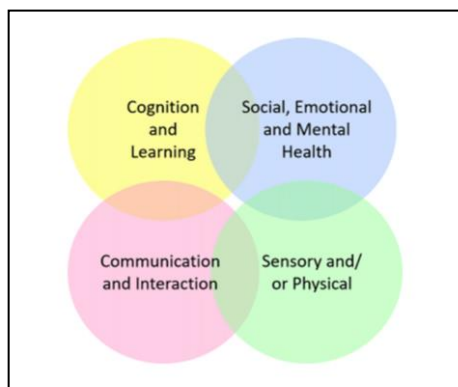
Difficulties and Profound and Multiple Learning Difficulties. Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation within lessons. Learning difficulties cover a wide range of needs which could be classed as moderate, severe, profound or multiple learning difficulties. Specific learning difficulties affect one or more aspects of learning. This includes a range of difficulties such as dyslexia, dyscalculia and dyspraxia. We use assessment for learning throughout our teaching which means that we constantly monitor and assess each child's learning achievements across the curriculum. Teachers are skilled at noticing where a child is having difficulty in learning and adapting their teaching to enable each child to progress. The class teacher will discuss any concerns with the SENCo and then decide on the most appropriate intervention for that child, at that time.

Social, Emotional and Mental Health Difficulties

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn. Children may experience a wide range of social and emotional difficulties which can show up in different ways. Children may become withdrawn, isolated or display challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. We monitor classroom behaviour and individual behaviour through a whole school behaviour policy and a variety of classroom strategies. Where a pattern of behaviour is noticed we will discuss this with parents or carers as soon as possible and work in partnership to identify the underlying cause. Sometimes this will involve a request for specialist support or a referral to a health professional.

Sensory and/or Physical Difficulties

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties. Some children require specialist 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 change over time. Specialist equipment may be needed to enable children with these needs to access all the opportunities available to their peers. We will always seek professional advice to support a child with these particular needs. Regular reviews with the child and their parents or carers will take place to ensure that the sensory and/or physical needs for the child are being met.



How will we identify children with Special Educational Needs and what assessments may be carried out?

Starting school with a diagnosis or need

Some children start school with a diagnosis or need which means that they require Special Educational Provision which has already been identified by other professionals. Other children may be identified during their time at school.

Identification in school

Children are carefully monitored through their daily performance, observations and formal and informal assessments. From this we can identify when a child may require additional support/ adaptive teaching strategies.

This information is collected from:

- Baseline assessment results
- Admissions meetings
- Progress measured against the objectives in the National Curriculum
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Progress against age related expectations
- Standardised screening and assessment tools
- Reading ages
- Learning Standards Meetings
- Concerns raised by parents
- Teacher/LSA/SENCo identification through observation
- Phonics Screening
- Speech and Language screening
- Provision guidance banding descriptors
- Tracking progress through interventions
- Pre-school assessments and liaison between settings
- An existing EHCP or medical diagnosis
- Assessments by a specialist service, such as educational psychology, speech and language or occupational therapy



How do we talk to Parents/Carers and involve them in their children's education?

The class teacher is the initial point of contact for responding to parental concerns. Where appropriate the concern will then be shared with the SENCO – Mrs Clare Walker, further discussions may then take place between all the relevant parties to determine the best way forward for your child.

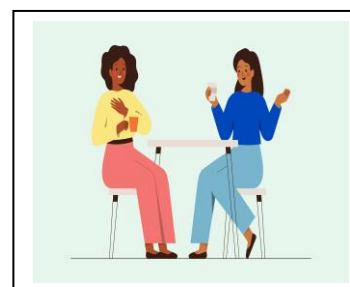
All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Formal – these may include

- Parent Consultation Meetings
- Termly Review Meeting for One Plans and PPPs
- Inviting you in to meet with professionals
- Inviting you in to complete referral requests
- Annual Reports
- Annual Reviews for children with an Education Health and Care Plan

Informal – these may include

- Informal discussions with staff
- Home/school books
- Tapestry in EYFS
- Emails and Phone Calls home
- Newsletters
- School website Class Pages
 - School Facebook



What arrangements are there for involving your child in their education?

We believe in a child centered approach where by when children have additional needs the thoughts and feelings of the child are taken into account when making decisions about their education.

Formal – these may include

- My One Page Profile
- My Views document for EHCP
- Annual Review Meetings
- One Plans or PPPs
- Parents Evening

Informal – these may include

- Conversations with staff
- Progress reviews an learning standards meetings
- School Council

Interventions and feedback

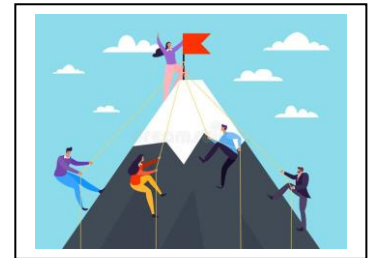
- Discussions with professionals working with the child



What arrangements are there for assessing and reviewing children's progress?

These may include:

- Learning Standards meetings
- Termly One Planning Reviews and PPP reviews
- EHCP Annual Reviews
- A range of assessment in school and by outside agencies
- Pupil views
- Parent views
- School tracking systems
- Observations
- Analysis of class based work
- Intervention outcomes
- Regular home/school communication through emails and phone calls



What arrangements are there for supporting and assessing pupils moving between schools and settings?

Pre-school to Reception/EYFS

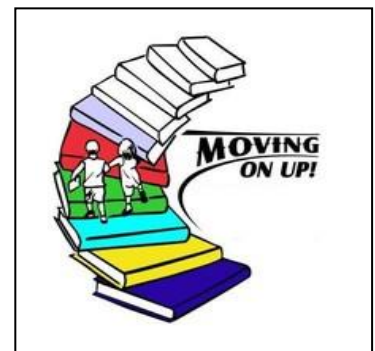
- Visits to Pre-School, Nursery/ Childminder visits
 - Welcome meetings and booklet
 - School tours
 - Transition visits
 - Photo books
 - Joint One Plan meetings
- Transition week in July
- Liaison with preschool staff

Reception EYFS to Key Stage 1

- Transition visits (1 week in July)
- Additional informal visits to see teachers, classrooms, cloakrooms etc.
- Welcome meetings to set out expectations (Meet the Teacher)
 - Teacher to Teacher hand over meeting
 - Liaison with SENCO
 - Transition booklets when needed

Key Stage 1 to Key Stage 2

- Transition visits (1 week in July)
- Additional informal visits to see teachers, classrooms, cloakrooms etc.
- Welcome meetings to set out expectations (Meet the Teacher)
 - Teacher to Teacher hand over meeting



- Liaison with SENCO
- Transition booklets when needed

Primary to Secondary

- Year 6 Teacher hand over meeting
- Transition Visit
- Liaison with Secondary SENCO
- Extra visits to secondary schools
- Parents encouraged to visit a range of secondary schools to ascertain appropriate secondary provision for their child
- Staff supported visits if needed
- Support for parents when visiting secondary schools if needed
- Open Days and Taster Days
- Year 5 and 6 annual reviews
- Transition Books if needed
- Additional transition meetings as necessary
- Transition intervention group if needed
- *Life skills interventions where needed
- *Joint One Plans and annual reviews

Moving between schools

- Liaison between SENCOs
- Paperwork to be forwarded as soon as possible (working days for safeguarding records)
- If children are from out of county, EHCP to be rewritten into the Essex Format
- Admissions meeting with pastoral members, you the parents and your child
- Visit to school
- *IPRA funding applied for where appropriate
- *Reduced timetable through Essex where necessary
- *Confirm any referrals or support delivered by other agencies are transferred

What is the approach to teaching children and young people with SEND?

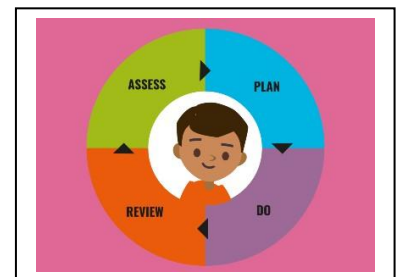
‘Teacher are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.’ SEN Code of Practice, June 2014 (6.36)

The following Approaches are used:

- Graduated approach linked to assess, plan, do, review

This means that we will:

- **Assess** a child’s special educational needs
- **Plan** the provision to meet your child’s aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress



- High Quality Teaching / SEN Support / Education, Health and Care Plan

- Provision which is 'additional to and different from'
- Taking account of recommendations from specialist outside agencies
- Relevant research based intervention programmes linked with provision guidance
- Essex Ordinarily Available resources

How are adaptations made to the learning environment and curriculum?

The school is committed to "High Quality Teaching" and ensuring that lessons meet the 'needs of' and 'challenge' all pupils. Our teachers are trained to adapt lessons and break down barriers to learning that may be causing difficulties for the child. Teachers use a variety of different approaches including visual, aural, kinesthetic methods as well as 'peer to peer' collaboration and effective questioning. As well as encouraging all learners to work independently and take responsibility for their learning.

Pupil progress meetings are carried out at strategic points in the year to assess and review pupil progress and to ensure needs are being met effectively and strategies reviewed.

Appropriate specialist equipment may be given to your child e.g. writing slopes, pencil grips, coloured overlays.

Targeted intervention in small groups or 1:1

Intervention may include:

- Life skills
- Lego Therapy
- Sensory sessions and sensory diet
- Fine Motor skills groups
- Speech and Language support on an individual basis
- Transition and nurture groups
- EPS Maths
- RWI tutoring
- Visual timetables and resource banks
- Consistent Management Plans
- Precision Teaching
- Zones of Regulation
- Occupational therapy
- Physiotherapy
- GymTrail
- Attention Autism
- Specific interventions targeted at pupil needs i.e. inference intervention



It may also include:

- Changes and adaptations to the physical environment
- The use of assistive technology
- Visual timetables
- Playtime and lunchtime provision
- Advice from professionals
- Specialist resources
- Parental and pupil suggestions

As a school we are happy to discuss individual access requirements. The facilities we have at present include:

- The school site, which is accessible to all users.
- A purpose built accessible toilet and wet room facility.
- Sensory equipment and a small sensory room
- Consideration during assessments for learners with additional needs
- Disabled parking spot in school car park

What expertise and training do staff supporting SEND have?

Our SENCo and SEN Learning Support Assistants hold qualifications in a variety of SEND issues and qualifications.

All school staff have received training relating to SEND.

All staff will receive specialist training when required and available.

Our staff attend various training programmes organised by the local authority or relevant other professionals.

Different staff members have received training related to the following areas of SEND:

- How to support pupils with ADHD
- How to support pupils with EAL
- How to support pupils with emotional regulation
- How to support pupils with a PDA profile
- Use of the Ordinarily Available
- How to support pupils with speech and language difficulties
- How to support pupils with working memory difficulties
- How to support behaviour (Robin Launder)
- Attention Autism training
- Engagement Model
- Gestalt training
- Scaffolding and supporting independent learners



All staff members have completed Autism Awareness training and sensory processing training. All staff will be receiving Therapeutic Thinking training in the new year.

The school is also part of the STAY project to support transition from primary to secondary schools.

As part of The Tiptree and Stanway Consortium all members have access to, up to date and relevant training on all matters related to SEND in order to support the needs of our pupils.

In addition staff may have access to the following:

Inclusion Partner advice

Educational Psychologist advice

Speech & Language Therapist advice

Occupational Therapist advice Physiotherapist advice

The Emotional and Wellbeing Mental Health service

Play Therapist support

Home/school liaison worker

Outreach support

Social workers

Counselling

School nurse service

SENCo cluster, updates and specific training

How is the effectiveness of the provision given to children with SEND evaluated?

The SENCO will look at the effectiveness of provision by tracking the progress of children with SEND and discuss this with the Class Teacher and Head teacher, using data from the following:

- Abor
- Tapestry
- Evidence based Interventions
- Outcomes of review meetings (One Planning or PPPs and Annual Reviews)
- Observations
- Parent and Pupil views
- Teacher reports
- Learning Standard Meetings
- Reports from external professional (Speech and Language, Occupational Therapy, Play Therapy)
- Ongoing assessment using those assessments and toolkits listed to identify pupils with SEND



This information will be used to assess whether the existing programme is working for a pupil and whether the level of support is still appropriate. When looking for interventions the SENCO will look at the Essex Recommended Assessments for Identifying Pupils Needs which include some interventions and toolkits, take advice from the Inclusion Partner (IP), the Educational Psychologist (EP) and consider therapist recommended evidenced programmes.

How does the school involve other professionals and support services?

- Invites to EHCP/Annual Review meetings
- Invite to Team Around the Family (TAF) meetings
- Open door policy

Referrals as appropriate to:

- Community Paediatrician
- Child and Mental Health Service (CAMHS)
- Speech and Language Therapist (SALT)
- Social Care
- Educational Psychologist (EP)
- Occupational Therapist (OT)
- Family Engagement Facilitator
- School Nurse
- Behaviour support – GROW

Family support to include signposting to:

- Family Support Worker
- Family Solutions
- Kids Inspire
- Next Chapter
- Essex Child and Family Wellbeing service
- Educational Psychology Service
- And various other local support groups



Parents may also be able to access some of these services through their family GP.

How are children included in all our school has to offer?

All children at the school are included in all activities regardless of their level of need. It may be necessary for adjustments to be made in order for some children to participate through the use of increased support or specialised equipment:

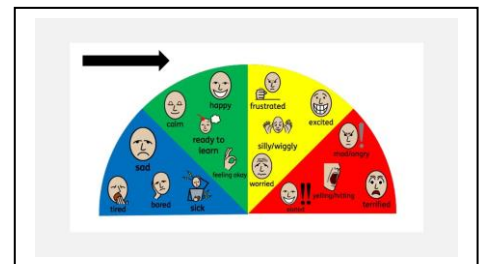
- High Quality Teaching
- Appropriate scaffolding
- Assisted Technology where appropriate
- Inclusion in activities and the wider curriculum
- Appropriate resources
- Bespoke equipment as advised by professionals
- Access to clubs
- Support for the school residential and trips as needed
- Adult or peer support
- Bespoke (personalised) curriculum under the advice of professionals
- Adapted timetables under the advice of professionals
- School Council
- Agents of Change



What support is there for improving social and emotional development?

Sometimes children need support for emotional and social needs. This is provided through:

- Nurture support
- Social skills and/or Friendship groups
- Self-regulation practices
- Counselling & Play Therapy
- Identified go-to adults
- Identified go-to space and/or Sensory 'safe-space'



Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as Emotional wellbeing and mental health service, The Junction, Mind and the School Nurse.

The school follows the advice set out in the Department for Education document: Mental Health and Behaviour in Schools updated March 2016.

The school's PSHE curriculum promotes good mental health.

Safeguarding:

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

The school takes all aspects of Safeguarding seriously and all school policies and procedures are in line with Keeping Children Safe in Education September 2025. All staff are aware of the increased risk and

vulnerability of SEND pupils and this group of pupils are closely monitored by the SENCO who is also deputy Lead for Safeguarding.

How will my child's medical needs be met?

If a pupil has a medical need then a Care Plan is compiled with support from parents/carers and in consultation with medical practitioners where appropriate. These are shared with all staff who work with the child.

- A proportion of the staff have basic first aid training
- EYFS staff have Paediatric First Aid Training in line with national requirements as well as a member of the MDA lunchtime team
- Epilepsy Training is undertaken by staff (as needed)
- Stoma training is undertaken when needed
- Defibrillator training is undertaken when needed
- Where a child has specific medical needs additional staff training will be arranged in consultation with the relevant professionals. We have previously been trained in tube feeding and use of epi-pens.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting Pupils at school with medical conditions* (DfE) 2015 and identified in the School Medicine Administration Policy.

Additional Information

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.



Information on the Essex Local Offer can be found at: www.essexlocaloffer.org.uk

Essex Family Forum

The Parent/Carer forum in Essex for families whose children and young people, up to the age of 25, have special educational needs or disabilities.



Information can be accessed here: <https://essexfamilyforum.org/>

To discover more about the educational options available in Essex please use this link: <https://send.essex.gov.uk/help-learning/education-and-childcare-options>

North East Essex (Colchester and Tendring):
SENDOperations.NE@essex.gov.uk

Phone: 0345 603 7638

The phone line is open 8:30 to 17:00, Monday to Friday, excluding bank holidays.

Other useful websites:

SENDIASS- a confidential and impartial information, advice and support service on issues related to special educational needs and disability (SEND): www.kids.org.uk/sendiaass

Family action- practical, emotional and financial support to those who are experiencing poverty, disadvantage and social isolation across the country.: www.family-action.org.uk/

Contact- for families with disabled children: www.cafamily.org.uk

Autism Anglia- practical advice and resources for people with autism: www.autism-anglia.org.uk

The Maze Group - free monthly drop in sessions, a specialist weekly programme and additional workshops to guide, advise and support for families of children with additional needs: www.themazegroup.co.uk

Young Minds- Mental health support: www.youngminds.org.uk

EWMHS- Emotional Wellbeing and Mental Health Service: www.nelft.nhs.uk/services-ewmhs

Which other Policies may be helpful:

SEN(D) POLICY

COMPLAINTS POLICY

ADMISSIONS POLICY

ATTENDANCE POLICY

Behaviour Policy

Anti-bullying Policy

Supporting Children in Care Policy

Supporting Children with Medical Needs

Child Protection Policy

These may be found online or by request at the school office.

What should I do if I am concerned?

If you have any concerns relating to the schools provision for your child regarding SEND please speak to the Class Teacher or SENCO. We aim to resolve any concerns parents have in person to arrive at a mutual understanding to support your child.

We hope these key questions have answered any queries you may have but do not hesitate to contact the school if you require further information.