



Special Education Needs & Disabilities (SEND) Policy

(plus Appendices: 1) Transition Arrangements; 2) SEND Annual Review)

Member of Staff Responsible: Nick Murray

Governors' Committee: Full Governors

Date Policy Approved: October 2019

Date of Next Review: October 2020

This policy was created by St Luke's Church of England School

St Luke's Church of England School



Special Educational Needs & Disabilities (SEND) Policy

2019-2020

Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations

Governor responsible for SEN: Sarah Lavis

Headteacher: Kealey Sherwood

SENDCo: Nick Murray

SENDCo Qualifications: NASENCO (tbc – currently undertaking SENCo award)
SENDCO is a member of the SLT
Level 3 Safeguarding

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This policy will be reviewed annually

Reviewed: September 2019

Governor reviewed: October 2019

Special Educational Needs and Disability (SEND) Policy

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disabilities Co-ordinator (SENDCo). The Governing Body, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

St Luke's Church of England School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of St Luke's Church of England School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Aims and Objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of the St Luke's Church of England School reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs,
- Have regard to guidance detailed by Devon County Council.

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them namely provision **which is additional to or different from** that normally available in a *differentiated curriculum*. St Luke's Church of England School regards pupils as having a Special Educational Need if they:

- a) Have a **significantly greater difficulty** in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

St Luke's Church of England School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying 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.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN 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. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs

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

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deaf-blind)
- Physical disability (PD).

A Graduated Response to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. **Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.** Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils *continue to make inadequate progress* **despite support and high quality teaching**, the class teacher will work with the school's Special Educational Needs and Disabilities Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;

- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as *Pupil Progress Meetings*. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.

Graduated Response

Assess

- In identifying a pupil as needing **SEND support** the class teachers, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded as part of the assessment procedure.
- The school and parents/carers will meet at an initial TAF meeting, where appropriate, with other agencies including those from Health and Social Care to create and up-date an IEP and/or the 'Right for Children' database (only required where a multi-agency approach is required).
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- Parents/carers, with their child, will meet with the SENDCo and other appropriate staff members to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded with a date to review the plan. The date for review will depend on the level of present need but will generally sit within the termly progress review cycle.
- The IEP will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the IEP will be reviewed. A copy of this will also be attached to the pupil's profile on SIMS.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The IEP will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the IEP and "Right for Children" database will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEND support (although parents/carers should have already been involved in the assessment of need).
- **So, if it is agreed that a pupil requires SEND support, all parties meet and develop an IEP detailing the support which will bring about the next part of the cycle –**

- The teaching staff are responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to the classroom teaching to ensure individual pupil progress.
- The SENDCo will support the teaching staff in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and will contribute to its review.**

Review

- There will be a review of the IEP on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial TAF meeting.
- This review will feedback into the analysis of the pupil's needs, then the SENDCo working with the teaching staff, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEND register.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the IEP and/or Right for Children database will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so St Luke's Church of England School will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is routinely tracked termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At St Luke's Church of England School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEN support will have the opportunity to meet with the SENDCo at least twice a year formally. The SENDCo is happy to meet with parents/carers, without prior arrangement, whenever possible, although an appointment is recommended to avoid disappointment.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Parent Partnership (DPP). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care:

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The schools SEND Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our processes for transition are explained further in [Appendix A](#).

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Learning Support Assistant (LSA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff at the school engage in planned training sessions when Quality First Teaching is addressed.
- The SENDCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of all pupils.
- All staff have regular CPD meetings and coaching. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Learning Support Assistants and Personal Care Assistants are engaged in an ongoing training whereby their role is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school will need to consider making a request for an EHC Plan where the additional needs can be identified and met through additional E3 funding.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used to meet the individual's needs. This additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCo.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCo.
- inform parents/carers when they are making special educational provision for a child
- prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs and Disabilities issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

SENDCo:

In collaboration with the Headteacher and governing body, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND CPD for all staff
- Managing the SEND team
- Overseeing the records of all children with special educational needs and disabilities, and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs and disabilities
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Learning Support assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way using the IEP and “Rights for Children” database. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. ***Please see the schools Medical Policy for further details.***

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. *medical agencies, Hospital School, DPLS*

SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. **Appendix B.**

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as the school has lifts providing access to all areas of the building and has disabled toilet and shower facilities. St Luke's Church of England School work hard to develop their accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

Appendix A

Transition arrangements:

Year	Transition support for all pupils	Additional transition support for pupils with SEN	Individual transition support for pupils with complex / specific needs (EHCP).
<p>Pre-admission</p> <p>(Year 6 into 7)</p>	<ul style="list-style-type: none"> • Open Evenings and Open Days and also tours are offered to prospective students and parents. SENDCo present at these. • Visit by Transition Lead and/or SENDCo to primaries to collect data; and visit by St Lukes Transition Team to speak individually to all students. • Separate visits made to collect relevant Child Protection information. • Transition booklets given to students for completion. • Transition Day for all new pupils with an evening parents' meeting, usually in the week preceding. • Additional transition package for students coming alone or from out of area. • Meetings with parents. 	<ul style="list-style-type: none"> • Additional transition package for students considered particularly vulnerable. • Additional meetings with parents, and other agencies as required for students preparing for EHC assessments. Advice taken from other agencies if needed. • Extra visits made by parents and students to St Luke's as necessary. • Additional transition booklets and activities made available if necessary. 	<ul style="list-style-type: none"> • Additional visits made as required to primaries or to St Luke's or both. • Attendance at TAF meetings as required. • Planning meetings pre- transition and early on after transition as required. • Additional staff training undertaken if necessary. • SENDCo or ASENDCo attends EHC Plan Annual Review in Year 6 where possible.
<p>Year to Year transition</p>	<ul style="list-style-type: none"> • Support given through assemblies and tutor time. • PSHE lessons. • Parents Evenings. • Contact made by Head of Year and support staff. • Year 8 Options' booklets and Careers' Evening • SLT interviews with students making Options Choices. • Settling In Evenings. 	<ul style="list-style-type: none"> • Support from SEND Team as required or requested. • Additional meetings held with parents, especially if a change of pathway is being considered. • Interim and Annual Review meetings will consider year-to-year transition and support, including Careers South West and Transitional Planning in Year 9 and Y11. • Students moving to St Luke's on a Managed Move basis are supported through meetings with student, parents, 	<ul style="list-style-type: none"> • Support from SEND Team as required or requested. • Some students may change pathway and so have additional meetings. • Additional support may be offered by an LSA or other keyworker. • Support given to take up alternative provision, if this is offered, including visiting new provision and staff.

		other agencies as required, and with the previous school. Regular review meetings are held, with clear success criteria.	<ul style="list-style-type: none"> Students may get additional tutor time support or additional support from a Learning Mentor.
Transition from school to Post-16 provision	<ul style="list-style-type: none"> Students are given advice and support through assemblies and tutorials. Work experience in Yr10. Visits to Exeter College, Bicton and other providers as necessary. Interviews/support session with Exeter College in school. Support with completing applications. St Luke's staff liaise with Post-16 providers so information is shared. Yr11 Mock Results Day Interviews. 	<ul style="list-style-type: none"> Additional liaison with Post-16 providers. Additional visits available. Additional careers and application supported offered, through the curriculum. Some students supported through DISS. Additional work experience offered to some. Some students have supported work experience placements. 	<ul style="list-style-type: none"> Careers South West support if students have an EHC Plan as part of the Y11 Annual review Process. Transition Plan reviewed and updated. Personalised timetable may support transition e.g. The Hive, CDPLS, Bicton College courses or additional work experience. Taster days and supported transition from Bicton and Exeter College. Advice taken from other agencies as appropriate.

Appendix B

SEND Information Report for St Luke's Church of England School

September 2019

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them, namely provision which is *additional* to or *different* from that normally available in a **differentiated** curriculum.

St Luke's Church of England School regards students as having a Special Educational Need if they:

- a) Have a **significantly greater difficulty** in learning than the majority of students of the same age, or;
- b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Sharing information with families and drawing on professional guidance as necessary, we work to identify and support barriers SEND in the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

SEND at St Luke's Church of England School

St Luke's Church of England School is a mainstream school with 965 pupils on roll.

The most common categories of SEND at St Luke's Church of England School are specific learning difficulties (often related to literacy), Social Emotional Mental Health Difficulties and Autistic Spectrum Condition. In response to an increase in students with a specific learning difficulty need rooted in literacy, we have trained members of our SEND Team to deliver specific programmes including the Precision Teaching Programme.

At St Luke's Church of England School, we have seen an increase in students experiencing social, emotional, mental health needs, therefore we have specialist non-teaching Learning Mentors who work with students with SEMH needs to help them to develop strategies to enable them to access all their lessons. In addition, we have a trained member of staff that liaises closely with the Educational Psychologist to deliver THRIVE-type bespoke social support sessions to meet specific student's needs. We will track these interventions to ensure impact, that can be evidenced in the classroom and that our staff and students are using the interventions to make progress across the curriculum.

More details of how we identify need and provide support can be found in our SEND policy. If you would like to discuss this with a member of the SEN please email our SEND Team: miss.berry@st-lukes.devon.sch.uk

The SEND Leadership comprises of:

The SENDCo is Mr Nick Murray (mr.murray@st-lukes.devon.sch.uk).

The Assistant SENDCo is Mrs Maria Eyre (miss.berry@stlukes.devon.sch.uk).

The SEN Governor with specific responsibility for SEN at St Luke's Church of England School is Sarah Lavis. As outlined in our SEND Policy, the SENDCo has day-to-day oversight of SEND provision at St Luke's Church of England School. They are responsible for making SEND provision for students, liaising with them and their families, and with external agencies to ensure SEND support is in place. Our SENDCo also has overall responsibility for the deployment of the SEND Team.

Meeting with Parents and Carers

Consultations begin when parents first express an interest in the school e.g. on Open Evenings and Open Days, at Meet the Tutor and Parents Evenings as well as through consultations and feedback given specifically regarding SEND such as meetings held as part of Right for Children reviews, or EHC Plan/Statement reviews, Child in Need or Child in Care meetings, or as part of consultations with external agencies or providers.

St Luke's Church of England School is committed to working in partnership with families and our SENDCo. Over this past year, the SENDCo has written to all parents / carers of students on the SEND Register to offer

them three appointments, to discuss their child's SEN, during the academic year. One of these will be a specific SEND appointment during Parents Evening. One will be a specific in-school appointment to further discuss progress and to review support and one will be a specific planned telephone call. Furthermore our SENDCo and Assistant SENCo can be contacted by email at any time during the school term, or an appointment can be made for a telephone or face-to-face meeting using the SEND@st-lukes.devon.sch.uk email address.

Additional meetings with pastoral and subject staff, can also be made throughout the year, and the school will make its best endeavors to honour these. We firmly believe in a child-centred approach, that parents have the best knowledge of their child, and that good communication is at the heart of good provision. Wherever possible, students are informed and included in all communication and students are given support to allow their input to be most effective such as a pre-meeting to collect their views outside the potentially more pressured environment of a more formal meeting.

Students and their parents are informed of the availability of the Parent Partnership to offer them impartial advice and support, and where students or their parents request that friends or additional family members attend meetings to support them, this is accommodated.

Formal feedback is recorded on a student's Chronology, Right for Children or Annual Reviews of EHC Plans/Statements. Parents are more generally consulted about the school, including aspects of its support of SEND and equality via Parent Feedback forms at all Parents Evenings and via Parents for St Luke's. They are also invited to participate in regular Parent Forum events. Students can make regular contributions via Student Voice.

Quality First Teaching

In line with the SEND Code of Practice, St Luke's Church of England School view all teachers as teachers of Special Needs and we firmly believe that the best provision we can make is in quality first classroom teaching.

In order to ensure that we are making our best efforts to support students and to identify their needs accurately, we regularly track student academic data, using data collected for the regular reports issued to home. Teachers are informed of students' SEND needs through a regularly updated SEN Register, Pen Portraits and through regular meetings which take place as part of our graduated approach.

Staff are expected to act on this information and differentiate appropriately. In-class provision for students with SEND is part of the data collected as part of learning walks and lesson observations which are undertaken regularly for all staff in the school and which forms part of their Appraisal. Students' book work is monitored through work scrutiny undertaken as part of the school's Feedback Policy. These processes help to ensure that quality first teaching is present in every class throughout the school.

It is generally assumed that all students will progress from Ks2 to Ks4 in order to meet their MEG (Minimum Expected Grade), however, this may be tempered for some students with SEND, in discussion with their parents and often with input from other agencies, where this is an unrealistic expectation. St Luke's Church of England School will work with students with SEND to ensure they achieve their personal best and we have the expectation that our students can achieve the national average for students with SEND and often exceed it.

SEND issues identified at a whole school level can inform part of the School Improvement Plan. Our current SIP has extensive milestone targets in place for SEN provision.

Training and qualifications

St Luke's Church of England School also receives regular advice and training around SEND. Our SENDCo, Nick Murray is working towards the National Award for SEND Co-ordination and is also in receipt of Consultant support 1-day/fortnight via the Ted Wragg Multi Academy Trust. Our Assistant SENDCo is a trained THRIVE Practitioner and has accessed other training relevant to the needs of our SEN students. Training is regularly given to teaching staff and LSAs around the SEND Code of Practice and quality first teaching in the classroom.

Some members of the SEND team have received additional training in literacy programmes such as Sounds-Write and Precision Teaching.

We receive outreach Dyslexia Support and our SEND Specialist teacher attends Dyslexia Network meetings.

As a department, we receive guidance from the Local Authority and we buy in additional support and guidance from an Educational Psychologist.

Advice and training is frequently sought from other professionals such as CAMHS, Educational Psychologists and Speech and Language therapists we implement this into our best practice.

SEN support using whole school systems

St Luke's Church of England School monitors the impact of its provision as outlined in the SEN and Disabilities' Policy. Progress can also be tracked through teacher, parent and student feedback and through tracking academic, behaviour, and attendance data.

Behaviour and attendance data is also tracked and monitored, and interventions agreed as necessary. Outcomes could include attendance meetings with parents, agreement to initiate Right for Children paperwork, referral to another agency such as the School Nursing service, Educational Psychologist, CAMHS, or to the Multiagency Safeguarding Hub (MASH).

With the rare exception of some MASH referrals, where there is a serious safeguarding concern, referrals to other agencies are not made without parental consent.

St Luke's Church of England School is also part of a cross-city group (The Bridge) which monitors and intervenes with students who are at risk of permanent exclusion, and which meets in partnership with the Local Authority Inclusion Officer. Outcomes from this group might typically include agreements regarding interventions to be put into place, referrals to other agencies (with parental consent) or Managed Moves to other schools in the city. This group meets fortnightly.

St Luke's Church of England School pays close attention to advice received from previous schools regarding current students and in particular to supporting students at transition points. For details on the processes and support offered around transition, please see our SEN and Disabilities Policy and the Appendix relating to transition.

Reasonable adjustment

St Luke's Church of England School makes all reasonable adjustments to meet the range of SEND that some of its students are experiencing. It is the expectation that all students will be able to participate in extra-curricular activities and trips and arrangements are made with carers/parents and with medical professionals to accommodate medical and SEND needs so that this can occur.

Students with or without SEN or disabilities are members of Student Voice, and regularly take part in the school production, choir, sporting activities and curriculum enrichment week activities. Nor does a SEN or a disability exclude anyone from participating in any school trip for which they are eligible, or undertaking work experience. At the time of writing, all of our ex-Year 11s have successfully transferred into employment, education or training.

We also support students' medical needs as outlined in our Medicines Policy.

We more generally support our students' well-being through a range of measures such as the teaching of PSHE, safeguarding and anti-bullying awareness and training for students, student Peer Mentor systems, Student Welfare Ambassadors and Student Voice.

Tutors, Heads of Year, the safeguarding team and the Pastoral Co-ordinator all play an important role in monitoring and supporting student well-being. Monitoring also takes place through the use of Right for Children, Bullying and Racist Incident paperwork (completed when any incident of either is reported) and regular Inclusion Team meetings. All staff receive annual Level 2 Safeguarding training as well as regular safeguarding CPD throughout the year.

St Luke's Church of England School is a modern, purpose-built building and as such is accessible by wheelchair and has toilet and changing room facilities for the disabled. It has several parking bays for the disabled, at the front of the school. The reception and hall areas also have hearing loops. Classrooms have projectors which allow for a range of font sizes and colours. Additional access to IT is also offered to some students. Further details can be found in the school's Accessibility Plan. Where necessary, advice is sought from Specialists such as the Hearing Impairment Team, IT Team, Communications and Interactions Team, Speech and Language Therapy or from medical advisors in order to remove barriers to access.

The Brunel Centre

Supporting people to manage physical impairments, The Brunel Centre believes students are disabled by two things: the environment and other people's attitudes. By changing these areas we aim to empower students to be able to reach their potential within an inclusive mainstream school.

Support is provided by a team of Learning Support Assistants, with intimate care available from qualified Personal Care Assistants (PCAs). The Centre is co-ordinated by Maria Eyre, Assistant SENDCo.

Close links with a range of multi-agency staff means that The Brunel Centre can ensure a holistic environment where the needs of the individual are paramount. The Brunel Centre has a fully equipped physiotherapy room with therapy programmes delivered by the PCAs under the supervision of a qualified physiotherapist from Vbranch House.

Get in touch

Our Complaints Policy makes it clear how parents can raise complaints about the school. However, we very much hope that we can address concerns before they reach this stage.

A child's tutor will generally be the first point of contact, followed by communication being made to the child's Head of Year; alternatively, the Assistant SENDCo or SENDCo can be contacted by email (SEND@st-lukes.devon.sch.uk) where specific SEND or Inclusion issues are relevant.

Parents of students with SEND can access the Local Authority's Local Offer via www.devon.gov.uk/send . They can also access impartial, independent and free advice and support via Devon Parent Partnership www.devonparentpartnership.org.uk