



SEND Information Report

At Hanley St. Luke's we strive to support all children to enable them to achieve their full potential as we guide them through their learning journey.

Quality first teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their learning goals.

The kinds of special educational needs that are provided for:-

The types of SEND the school caters for are;

- 1) Speech, Language, Communication
- 2) Learning, cognition
- 3) Social, Emotional, Mental Health Difficulties
- 4) Physical, Sensory

Below is a glossary of the most common SEND terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
HI	Hearing Impairment
MLD	Moderate Learning Difficulty
PS	Physical, Sensory
SEMHD	Social, Emotional, Mental Health Difficulties
SEND	Special Educational Needs & Disability
SENDCo	Special Educational Needs & Disability Co-ordinator
SLCN	Speech, Language, Communication Needs
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Polices for identifying children and young people with SEND and assessing their needs.

A child has special educational needs and/or disability if he or she has a learning difficulty or disability which calls for special education provision to be made for him or her.

Children may have a specific learning difficulty in one or more area, or their needs may be more generalised. Their ability to learn at the 'normal' rate may also involve problems in the following categories:

- 1) Speech, Language, Communication
- 2) Learning, cognition
- 3) Social, Emotional, Mental Health Difficulties
- 4) Physical, Sensory

School leaders and teaching staff, including the SENDCO, should identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

There may be a variety of reasons for a child's inability to progress, some of which we may need help from other professional agencies to deal with; it is our role as teachers to manage issues which present themselves to us in the classroom.

Knowledge of a child's background is always useful to us and we must always take this into account.

The SEND Team consists of:

Miss J McNulty - Special Educational Coordinator

Contact details:

Hanley St. Luke's C of E Primary School,

Wellington Road,

Hanley,

Stoke-on-Trent,

ST1 3QH

Tel: 01782 234390

E. Mail: office@hanleystlukes.com

Arrangement for consulting young people with SEND and parents, and involving them with their education.

Hanley St. Luke's C of E Primary School have high regard to:-

- The views, wishes and feelings of the child or young person, and the child's parents.
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Arrangements for assessing, reviewing and evaluating the effectiveness of the provision for children and young people and their progress towards outcomes.

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

Individual needs are identified and assessed through:

- The use of standardized tests
- Discussions at SEND staff meetings
- Progress reports, through passport reviews and the results of our half termly testing.
- Parent Evenings. Pupil Progress meetings.
- Half termly SEND meetings.
- Concerns expressed by pupils or parents.
- Assessment through teaching and including the use of a range of tests including baseline assessments, diagnostic reading tests, phonic check lists, sight vocabulary lists, social language skills, letter formation and number formation.
- Recommendations or advice from external agencies.

Once a learning difficulty has been identified the teacher needs to:-

- Communicate with parents.
- Establish if the child has any medical, hearing or visual difficulty which could cause the problem. Check the medical record, profile, etc. Refer to school Nurse if there are any concerns.
- Meeting with the SENDCO to discuss the child's progress and the teacher / parent's concerns.
- Class and subject teachers, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
 - Is significantly slower than that of their peers, starting from the same baseline.
 - Fails to match or better the child's previous rate of progress.
 - Fails to close the attainment gap between the child and their peers.
 - Widens the attainment gap.
 - Significant differences between progress in each core subject, which may indicate specific learning difficulties (SPLD)

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood.

- On entry to Nursery a transition program would be put into place for any children who have been identified with SEND. This will involve home visits from the school staff and meetings with all outside agencies involved. Any reasonable adjustments are made to the school environment to ensure a smooth transition between phases of education.
- At all transition points throughout the school, meetings are held between class teachers to discuss and prepare for individual children's needs.
- If a child were to move school all relevant information would be passed on to the receiving school.
- In preparation for transition to high school, in line with the code of practice, transition meetings are held at the appropriate times to discuss arrangements for the next phase of education. Children will also be given the opportunity to spend time in their new setting.

How will Hanley St. Luke's C of E Aided Primary School prepare and support my child to join the school or the next stage of education and life?

Hanley St. Luke's C of E Aided Primary School aims to ensure that pupil's transition is as smooth as possible.

Strategies include:

- Meetings between the previous or receiving schools prior to the pupil joining/leaving. Additional visits are also arranged for pupils who need extra time in their new school.
- Whole school Transition Days where each class spend the morning with their new class teacher.
- Meetings can take place between teachers, SENDCo and the SENDCo from the secondary schools to pass on information regarding SEND pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with Miss McNulty, the secondary school SENDCo, the parents/carers and where appropriate the pupil.

The approach to teaching children and young people with SEND with adaptations to the curriculum and the learning environment.

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. specific interventions will be used to support them. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- Regular assessments are carried out to track each pupil's progress. This may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the SENDCo and / or Class Teacher.
- Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- Teaching Assistants may be allocated to work with the pupil on a 1-1 basis or in small focus groups to target more specific needs

- If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pen/pencils grips or easy to use scissors.
- As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- One Disabled toilet.
- Ramps into school to make the building accessible to all.
- A motorised stair chair to allow access to all stepped areas.
- A lift and ramps to access the school playgrounds to allow access to all.

How is the decision made about what type and how much support my child will receive?

- When the children join the school support is allocated on the information provided by the feeder school. Usually, in consultation with their class teacher and SENDCo, which will be tailored to the pupils' needs.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- Parents/carers will be able to see the support their child is receiving on an Individual Passport. A passport is a record of support that the pupil is receiving including the impact it is having on the pupil's learning.

How are parents involved in the setting/school/college? How can I be involved?

All parents are encouraged to contribute to their child's education.

This may be through:

Discussions with the class teacher.

During parents evenings.

During discussions with school SENDCo, Family Link worker or other professionals.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please follow the school's Complaints policy.

Do not hesitate to contact the school if you have further questions. The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

Reviewed: September 2016