



# St Luke's School SEND Policy and Information Report

Last Review: April 2022  
Responsibility: Executive Head of School  
Next Review: September 2023

## Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Definitions.....	3
4. Roles and responsibilities .....	3
5. SEN information report.....	4
6. Monitoring arrangements.....	13

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### 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Ensure all young people in our schools have fair access to a curriculum that is relevant and purposeful in order to support their childhood transitioning to adulthood.

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

### **3. Definitions**

The Local Authority determines which children are placed in our provision to have their special educational needs met.

### **4. Roles and responsibilities**

#### **4.1 The SENCO**

There is a named SENCO at St Luke's School, Mrs Rachel Andrew. All teachers are teachers of children with special educational needs in our setting.

The SENCO will:

- Work with the Head of School and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Together with all teaching staff, have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, all of whom in our school, have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support
- Be a point of contact for external agencies, including the local authority and its support services
- Work with the Head of School, Executive Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Works with colleagues to ensure the school keeps the records of all pupils with SEND up to date

#### **4.2 The SEND governor**

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Head of School, Executive Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

#### **4.3 The Head of School**

The Head of School will:

- Work with the Executive Headteacher, SENCO and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

## 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Head of School and Head of Interventions to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Our school currently provides specialist provision for children with learning disabilities within our designated range of cognitive abilities, including; Cognition and, Speech, language and communication needs. In addition, pupils may have additional needs at a low level, though a primary need will be cognitive disabilities.

### 5.2 Assessing and reviewing pupils' progress towards outcomes

We will follow a graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with their team and school leaders to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Assessments will be reviewed regularly and update the child's EHCP.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.3 Supporting pupils moving between phases and preparing for adulthood**

We share information with the school, college, or other setting the pupil is moving to. We agree with parents and pupils which information will be shared as part of this.

We work with the child's/ young person's best interests when planning transitional arrangements. These may include:

- Whole class work on transitions
- Experience of Work and Work Experience placements
- Vocational and careers planning and information sharing
- Individual work on transitions that include:
  - Social stories
  - Visits,
  - Video work
  - Collaboration with the next school/ Services for Young People/ College
  - Transition Days with support

### **5.4 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Our waves of intervention are a graduated response in regard to identified needs and recognizing these may change over time.

#### **5.5.1 Interventions**

The Intervention team supports pupils to develop skills and confidence, addressing specific learning, physical, sensory and behavioural needs in order to support good or better progress. This is achieved by minimising barriers to learning, helping individuals to develop resilience and the skills necessary for self-regulation. This support is in addition to high quality classroom teaching. It is not just within the base is but also seen throughout the school. The support is bespoke to the needs of the child and seeks to boost progress and attainment through the assessment of individual's needs and the particular effective teaching strategies, specialised programmes and resources which will enable individual pupils to access learning, the whole school and wider community with confidence and independence.

### 5.5.2 Intervention Aims

- To effectively support children to access the curriculum through interventions that reduce barriers to learn
- To ensure learning challenges and behaviour challenges are identified quickly through analysis, with appropriate outcome-driven interventions applied, monitored for effectiveness and checked for impact
- To promote the process and structure of interventions within the school as a collaborative unit that works with class teams to identify pupils and supports them through effective leadership of intervention

### 5.5.3 Interventions Team Objectives

- To enable children to access class-based learning with greater independence.
- To adopt a consistent approach to the identification of pupils needing intervention
- To establish clear processes by which intervention will take place, how it will be recorded and evaluated for impact

### 5.5.4 Types of Intervention

We work within a strong multidisciplinary approach to combine a range of therapies, programmes and interventions to meet children's individual needs, offering pupils meaningful goals. Our emphasis lies in recognising pupils' strengths and successes and providing strategies for them to overcome challenges with strategies and support.

Class teachers are responsible for matching their teaching to the individual needs of the children, therefore providing appropriate intervention at a classroom level.

### 5.5.5 The following interventions are available to our pupils:

Our services are: Communication and interaction, Cognition and Learning, Sensory and OT intervention and Pupil Wellbeing. Activities may include:

- Social stories and comic strip stories

- Sensory Play, Sensory Circuits sensory diets
- Social Skills groups
- Rebound Therapy

## 5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum through a Tiers curriculum model
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing and required training
- Augmented Communication Devices for those who require them
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

## 5.7 Additional support for learning

We have teaching assistants who are trained to deliver interventions

Teaching assistants will support pupils on an individual basis, though rarely can we support 1:1 consistently as a result of the funding structure of our school.

Teaching assistants will support pupils in classes and around the school including breaks and lunchtimes.

## 5.8 Expertise and training of staff

- Our St Luke's School SENCO has significant experience in this role and as a classroom teacher.
- All our teachers and teaching assistants regularly have training in aspects of SEND including strategies to support learning, reduce challenging behaviours and increasing communication skills.
- Several members of staff have degrees and masters level qualifications in SEND education.
- All staff undertake Continued Professional Development to build expertise and develop further skills.

## **9 ¾ Suite**

- Our 9 ¾ suite of rooms is designed to support children self-regulate and expand their access to learning in class. Time spent out of the classroom for designed, moderated and responsive programmes for OT, sensory, diet and behaviours support children acquiring the necessary physical and cognitive programmes to meet their needs. Our Interventions leader supports class staff to meet the communication needs of pupils and ensure appropriate communication aids are available and being used as necessary. The team liaise regularly with the Speech and Language Therapists.

## **Moving and Handling**

- The school has Moving and Handling trained staff who ensure training in correct procedures, produce Moving and Handling plans for pupils and ensure the school has the correct and sufficient equipment.

## **Autism**

- In July 2013, the school achieved accreditation by the NAS and was re-accredited in October 2018 and 2021. Staff are regularly updated in strategies for working with children and young people on the Autistic Spectrum and all new staff complete training in autism as part of their induction package. Because over half of our pupils have ASD there is a regular and on-going training programme in ASD as well as in-house training sessions for staff and running training for staff from local schools, which is always well attended.
- Pupils with ASD are supported to manage their autism in a way appropriate for them. This may include an Anxiety Plan. Whilst we base our autism practice on the principles of TEACCH, providing boundaries, routines and visual support, we have an eclectic approach, looking to suit individual needs, rather than promoting a specific philosophy.
- SCERTS is embedding an integral aspect of communication strategies and EHCP objectives setting.

## ***Specialist TA – SALT: Communication Assistant***

- We employ a member of staff to work as a Communication Assistant across the school, supporting 9 ¾ and the Speech and Language Therapist caseload work, funded through additional monies. The specialist TA (SALT) works with individual pupils or small groups of pupils on targeted communication work eg signing, PECS, sentence construction. They also ensure that communication aids are programmed and updated.



### ***Behaviour Support***

- All members of the school are qualified Herts Steps trainers to manage the behaviour of children who present challenges to the class or danger to themselves. They help to prepare Behaviour Support Plans and provide training for all staff in behaviour management. Members of the team attend class team meetings to discuss specific pupils as necessary.

### ***Work Related Learning***

- Our work-related learning focus consists of our Tiers Curriculum profiling functional skills, experience of work, careers and applied learning. Our Gatsby Profile achievements promote an engagement in a holistic programme of work-related learning and work experience. We have consistently performed extremely well with the Gatsby profile against other special and mainstream schools nationally. We advocate for the young person to see themselves as a contributor to the workplace across their adulthood. Pupils in the Upper school have the opportunity to train as baristas in our Horsebox Café and work with the community.

### **Training:**

- Whilst teaching teams are primarily employed to teach the children they are increasingly required to provide other functions linked to the holistic needs of the pupils. Gastrostomy feeds have to be administered throughout the school day, not just at lunch time. Staff are trained by the school nurse to complete gastrostomy feeds, tailored to meet the needs of the individual pupil, as necessary.
- Physiotherapy programmes are delivered by class staff – including several changes of positions a day between pieces of equipment. Trained staff are involved in the intimate personal care routines of pupils.

### **Speech Therapy**

- The school has one part time speech and language therapist. The therapist's role is to assess all pupils with speech and language problems and determine the level of support they need. This may vary from producing a programme for class staff to implement to providing hands on treatment for a block of time. They liaise with other professionals and parents and contribute an annual assessment with targets for the following year as part of the school reporting procedures.
- The SaLT will work on speech production and also alternative augmentative communication methods such as PECS and VOCAs. Class staff are trained in using PECS and are supported by the SaLTs in using PECS and in using and programming VOCAs.

### **Occupational Therapy**

- The school has very limited access to the the part time services of Occupational Therapy

## 5.9 Placement in our school

Your child will need an Education Health and Care Plan before being considered for admission to our school. Your point of contact to discuss this is the Local Authority SEN (Special Educational Needs) team.

All of our teachers have undertaken specialist further professional development. This includes Autism specific training, training in hearing and visual impairments, communication training and other training as relevant to the needs of the pupils in their class.

Our Teaching Assistants also have a range of expertise – including Physiotherapy, sensory, tube feeding, signing, ELKLAN, Autism. There is an ongoing weekly programme for support staff training which covers a wide range of topics as appropriate to meet the needs of the pupils across the school.

This is not an exclusive list and ongoing professional development is key to ensuring ALL staff remain updated and skills.

## 5.10 Securing equipment and facilities

- The School budget and fundraising are used to secure equipment and improved facilities regarding SEND.
- The school accesses hire schemes for some equipment
- The school accesses NHS equipment for some equipment
- The school fundraises to provide specific equipment
- The school works with the SN Team to provide specific equipment and resources as detailed in the child's EHCP

## 5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

## 5.12 Enabling pupils with SEN to engage in activities

- All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.
- All pupils are encouraged to go on our residential trip(s) to PGL
- All pupils are encouraged to take part in sports day/ school plays/ special workshops, etc.
- No pupil is excluded from taking part in these activities because of their SEN or disability.
- We have adapted and continue to adapt areas of our school to ensure all children, their families and visitors can access all parts of the building safely and independently (where they can)
- The School's Accessibility Plan is on our school website:  
[www.bluetangerine.herts.sch.uk](http://www.bluetangerine.herts.sch.uk)

## 5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Our Curriculum centralizes the importance of personal development
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to attend after school clubs to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying
- We teach children about online safety and how to safeguard themselves
- We teach children about mindfulness, emotional and mental wellbeing
- We support children to develop their personal interests and develop independence in such areas of interest
- We teach functional skills and vocational training to support transitions into adulthood
- We promote the strengths of the individual and have a lot of systems to celebrate achievements in a relevant and purposeful way

## 5.14 Working with other agencies

- We work closely with a range of agencies to keep our children safe.
- We have close working relationships with Social Care, Special Needs Team, Occupational Therapy, Educational Psychology, Sensory Integration specialists, The Virtual School, the police, primary and secondary schools in our area, local, national

and international businesses/commerce, other charities, colleges of further education, local MPs, family support agencies, children's homes, etc.

- We support children to access steps towards adulthood successfully.
- We regularly support our pupils' families with their needs - signposting and supporting applications for support with our families who have SEND.

### **5.15 Complaints about SEND provision**

Complaints about general issues should be directed first to the child's class teacher in order to ensure any miscommunication is rectified.

Complaints about SEND provision in our school should be made to the Head of School in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEND**

Please access our support pages on the schools' website:

Further help and advice can also be sought from the Special Educational Needs and Disability Information Advice and Support Service ( SENDIASS) formerly known as Parent Partnership 01992 555847 [sendiass@hertfordshire.gov.uk](mailto:sendiass@hertfordshire.gov.uk)

### **5.17 Contact details for raising concerns**

The Head of School is Mr Jamie Caple: [head@stlukes.herts.sch.uk](mailto:head@stlukes.herts.sch.uk)

The Executive Head is Mr Stephen Hoult-Allen: [executivehead@bluetangerine.herts.sch.uk](mailto:executivehead@bluetangerine.herts.sch.uk)

### **5.18 The local authority local offer**

Our local authority's local offer is published here:

<https://www.bluetangerine.herts.sch.uk/page/?title=SEND+Info&pid=78>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Stephen Hault-Allen every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.