



## **Special Educational Needs and Disability Provision for Children and Young People @ St. Luke's CEVA Primary School**

### **What is the local Offer?**

The Government has recently made reforms to Special Educational Needs and Disabilities (SEND) within the children and Families Act 2014. This includes a new SEND code of Practice.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Local Authorities must now publish a 'Local Offer', setting out in one place information about the provision they expect to be available across education and health and social care for children and young people in their area who have special educational needs or disabilities; including those who do not have Education Health Care Plans (EHC).

Newham's Local Offer can be found be accessed via a link on the school website or the URL below:

<https://www.newham.gov.uk/Pages/Category/Special-educational-needs.aspx>

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND.

### **The St Luke's CEVA Primary School Offer**

This is the local offer for St Luke's Primary School. It describes the arrangements we make that are 'additional and different' for pupils with SEND. This information has been produced together with governors, staff, parents, carers and our children and young people and will be reviewed annually.

At St Luke's, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. The school values the contribution that every student can make and welcomes the diversity of culture, religion and learning style.

The school seeks to raise the achievement levels of the whole community, removing barriers to learning and providing physical and curricular access for all. As such, provision for pupils with Special Educational Needs and Disabilities (SEND) is a matter for the school as a whole.

All teachers are teachers of pupils with SEND. The governing body, Head Teacher, Inclusion Leader, Inclusion Team, teaching and non-teaching staff all have important responsibilities, which are outlined in the Inclusion Policy Document.

There are four broad areas of need identified in the new Code of Practice (May 2015). These are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

The following information illustrates the school's graduated response to these needs. It shows the standard offer of teaching, learning and care for all pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.

All pupils will access: (Universal support)

- High quality teaching and learning
- A differentiated curriculum
- Reasonable adjustments to the environment and equipment for pupils with disabilities
- Additional adult in the classroom.
- Assessment for learning
- Personalised target setting
- Broad, balanced and creative curriculum
- After school clubs and educational visits

Some pupils with additional SEND needs will access: (Targeted support)

- Targeted interventions and support matched to need
- Individualised target setting
- Personalised progress tracking and assessment of need
- Access to flexible working groups
- Access to additional adult support for specific tasks

A few pupils with complex or significant needs will access: (Specialist support)

- A personalised timetable
- Access to evidence based specialist programmes and resources
- Access to specialist services and therapists
- Increased levels of adult support and small group working

**What do I do if I think my child has Special Educational Needs or a disability?**

Parents should go and see your child's class teacher who will discuss any concerns you may have. They will tell you how your child is progressing and suggest ways you can help them further at home. If you still have concerns your child's teacher will arrange a meeting with you and a member of the Inclusion Team. The school also hosts a termly SEND Coffee Morning, where you can meet with Miss Norcross or Mr Hipperson on an informal basis. The SEND Flowchart, SEND Policy and Information Report, which can all be accessed through the website, will help you to understand the process from that point

If parents/carers require any further information or advice **Mr Hipperson** the Head Teacher or, the **Miss Jessica Rowe** the SENDCo/Inclusion Leader, can be contacted via the school office, by phone or by email.

**St.Luke's CEVA Primary School SEND Flowchart**

**Starting Point**

Concerns expressed about progress and/ or development by a parent/carer, child or practitioner. Discussion between parent/carer, child and practitioner. Consider other issues such as health and/ or social. Record concerns on Record of Concerns form and agree desired outcomes and strategies. Review outcomes at least once each term.

Are there still concerns about progress?

No

Concerns resolved. Continue to monitor termly in progress meetings

Yes

Assess: Gather evidence from child, parents/ carers, all practitioners about achievement, progress and developments. Include details of learning and other needs.

Does the evidence indicate concerns/ needs meet criteria for SEND?

No

Yes

Complete the form required to add a child to the SEND register with the parents/ carers and child. Put onto SIMMS

Consider other issues

Under achievement

Health/Social Care Needs

Personal circumstances

Ensure high quality teaching and review in progress meetings

Referral to SLT re' welfare and safety

Plan additional support

Plan: Complete the Individual Education Plan (IEP). Focus on desired outcomes through high quality teaching and carefully selected interventions.

No

Yes

Do: Deliver the IEP with regard to the Code of Practice 2014 ensuring that the class teacher is central to any delivery

Review:(at least three times per year). Review outcomes progress and development with input from parents/ carers, child and any involved practitioners. Review outcomes from interventions.

Plan: Complete the Individual Education Plan (IEP) with support from specialists. Focus on high quality teaching and interventions incorporating advice from specialists.

Do: Deliver the IEP with regard to the Code of Practice 2014 ensuring that the class teacher is central to any delivery

Review:(at least three times per year). Review outcomes progress and development with input from parents/ carers, child and any involved practitioners. Review outcomes from interventions.

No

Yes

Concerns resolved. Continue to monitor termly in progress meetings

Are there still any concerns?

Is there a need to involve specialists?

Can needs be met using funding available in school?

Yes

No

**Key**

Class Teacher working with support from the Inclusion Team

SEND Support

EHCP

If approved an Educational Health Care Plan will be written and reviewed at least termly

Consider whether an Educational Health Care Assessment should be carried out. If yes then apply to the EHC Panel

Apply to Newham for High Needs Funding



