



# St Luke's SEND Information Report

Date of Implementation: September 2014 Last

Updated: September 2018, October 2018

Date for review: September 2019

## **Section 1**

### ***What kinds of Special Educational needs does St Luke's School make provision for?***

St Luke's School is a foundation special school for pupils with learning difficulties. Many pupils have additional complex needs including autistic spectrum disorders, epilepsy, physical and sensory impairments. Many need regular medical intervention. The school caters for pupils with

- Speech and language difficulties
- Physical disabilities
- Social, emotional and mental health needs
- A specific syndrome or disorder
- Social communication difficulties
- Autistic Spectrum Disorder
- Moderate Learning disabilities

## **Section 2**

### ***How would St Luke's School identify and assess my child's Special Educational Needs?***

Every pupil attending St Luke's has an Education, Health and Care Plan (EHCP). These are written based on statutory assessment. This is a detailed assessment to find out exactly what a pupil's special educational needs are and what special help they need. These are reviewed and updated annually with aims and outcomes set accordingly. Occasionally, in agreement with the Local Authority, a pupil will come to school on an assessment place while the assessment process is completed.

Assessment of and for learning is essentially ongoing, and is seen as an integral part of an interactive learning process. The main purpose of assessing a pupil is to enable him/her to make the best possible progress in the development of skills, knowledge and understanding and overcome barriers to learning. We use a basket of assessment tools in order to track and celebrate learning including our own bespoke StAPPS. Reviewing aims and outcomes on a regular basis ensures that teaching is targeted to enable the pupils to make the best possible progress. We measure progress of pupils towards meeting their EHCP objectives and outcomes.

Every pupil has an initial assessment within 6 weeks of starting at the school; and within 2 months of starting at the school initial targets are set collaboratively with parents. Pupils are regularly assessed so that we can monitor the rate of progress each pupil is making. Pupil Progress meetings are held termly - each class teacher meets with the Head of School and other Leaders to discuss the progress of pupils in their class and determine interventions/ programmes of study/ additional support.

These provide a further opportunity to identify any necessary changes in provision in order to continue to meet the needs of each pupil. Formal assessments take place termly and reported to parents face-to-face in our Tutorial Days, annual reports and annual EHCP reviews.

Staff are skilled at identifying pupils' needs and use a wide range of tools and specialist assessments as appropriate to each pupil. These include ongoing assessment of communication, cognition, physical needs and skills, social and emotional development, vision, hearing, functional sensory assessments of capabilities and sensitivities, behaviour and anxiety.

The school works closely with parents, carers, therapists and external agencies to identify and monitor the holistic needs of every pupil.

### **Section 3**

#### ***a) How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?***

We use the Ofsted framework as a basis for a robust system of self-evaluation to regularly review our provision. This includes looking at:

We identify through our framework of provision, working streams that enable focused and targeted progress, interrogation and analysis of our provision to identify the impact on pupils' provision and progress in learning.

We also review our provision against the aims of the school and through staff and parent surveys.

Our school Self Evaluation report is available on our school website along with a Summary Self Evaluation Report.

Governors are involved in this process and receive regular reports through full governing body meetings and focused project work.

Every year we review and re-write our School Development Plan. We identify our effectiveness through:

- What and How we teach
- Quality of teaching and learning
- Safeguarding
- Assessing pupils' learning
- Quality of outcomes
- Quality of leadership
- Spiritual, Moral, Social and Cultural guidance

Each of these sections is closely monitored by the Governing Body and in this way the governors are able to hold the school to account.

Any interventions such as rebound therapy and those provided by additional funding such as pupil premium/sports premium are identified and tracked to ensure the impact is effective.

We also welcome external evaluations such as those conducted by the Local Authority. We currently have the Young Enterprise Centre of Excellence, LOtC Silver mark, Dyslexia Accreditation and we are NAS Accredited.

The school has had three consecutive Good Ofsted reports. The school was last inspected in February 2018 and is due a Section 5 inspection in 2018/2019.

### ***b) How will I know how well my child is doing at school?***

Assessment arrangements are outlined in section 2 above. In addition to this we meet with you as parents/carers every term, at our Parent Consultation evening and our Tutorial Days, where we talk about progress and targets for your child. We also discuss progress and our expectations for your child at Annual Reviews. We communicate with you regularly through our home school books/ Class Dojo, by telephone and face to face

### ***c) How will the staff support my child? How will the curriculum be matched to my child's needs?***

St Luke's is a fully inclusive school where all classes cover a diverse range of needs. There are currently 13 classes across the school. The average class size is 9-11 pupils. Pupils are generally in classes based on cognitive abilities within an age range. However this does not preclude pupils at all points of the cognitive spectrum being withdrawn from the class for targeted lessons with a specialist.

Pupils are taught individually, in small groups (ability based or mixed) or whole class depending upon the activity. Lessons are highly differentiated and staff use a range of teaching strategies as appropriate in order to meet the needs of each individual pupil. At times we need to look beyond St Luke's in order to meet all the needs of individuals. We have very good links with a wide range of schools (both mainstream and special) and our pupils participate in integration links as appropriate either individually or in a small group, supported by a member of staff.

A minimum of 2 staff, including a full time equivalent teacher and at least 1 teaching assistant, supports each learning group. We also have specialist staff for cooking, learning outside the classroom (animal care and horticulture), music, drama and PE. Colleagues also support our senior pupils on work experience placements and Supported Internships.

School staff are supported by Speech and Language Therapists, Occupational Therapists, school nurse and specialist teacher advisors where possible. Every pupil has their own individual Learning Pathway which identifies long term aims and short term outcomes linked to their EHCP.

### ***d) How do you adapt the curriculum?***

The curriculum has been reviewed and developed and is now very much based on a 'person centred' approach, functional learning and preparation for adulthood. We fit the curriculum around the child, focused on their individual needs, with the child very much at the heart of what we do. Our aim is to provide a 'destination led' curriculum that is relevant, broad and balanced, and helps each individual pupil to become as functionally literate, numerate, communicative and as independent as possible. Our aim, through our 'destination led' curriculum, is that all young people when they leave St Luke's are effectively prepared for adulthood and are equipped with the skills they need in order to be able to successfully move on with the next stage in their life.

### ***e) How is the decision made about the level of support my child receives?***

Your child will initially have their needs identified through their EHC plan. We constantly review this and using our expertise and experience will identify when and where additional support may be needed. This may, for example, include having regular access to a sensory environment and input from our 9 ¾ team and external advisors.

All pupils will have individual attention as part of their small group work throughout the day. One to one support is targeted, though is not a whole school day provision as we are not funded to support this.

Exceptionally this approach may be needed, based on the identification of individual needs – typically for pupils who have exceptional medical needs or challenging behaviour requiring constant monitoring and intervention. The support will be reviewed regularly as one of the aims of intensive support is to help the pupils develop more independence.

### ***f) How will my child be included in activities outside the school curriculum including trips?***

At St Luke's, every child has the opportunity to access appropriate trips including residential trips. However not all the activities we provide are appropriate for all pupils. In providing school trips we try to provide a range of activities which will benefit all pupils over time.

Provision is again highly differentiated and if for example an activity is not deemed appropriate alternative activities are organised. Whilst no child is excluded from activities at St Luke's, we always consider the needs of the individual including the likes/dislikes, comfort and health of the young person. For example a wheelchair user may not be able to manage a long trip away from school and not all pupils with autism enjoy being taken to crowded noisy venues. We take all this into consideration when planning our range of extra-curricular activities and ensure that we provide a range of activities for all children tailored to meet their individual needs and interests.

### ***g) What support is there for my child's overall well-being?***

We have extremely robust safeguarding and child protection policies and procedures in place. We have Designated Senior Person and Deputy DSLs who lead on Safeguarding and Child Protection and work in connection with external services. There is also a designated teacher for Children Looked After who is responsible for overseeing the education and well-being of pupils who are looked after by the Local Authority.

Pupils' health and well-being is paramount. Personal Care is conducted discreetly and with dignity, fostering independence whenever possible. If a pupil shows distress, withdrawal, or any level of emotion that is not the usual staff will notice this and will act on it. Pupils will be given time to talk or encouraged though the use of pictures, symbols, toys or books to indicate what is troubling them. We will always liaise with parents if we have any concerns over the mental well-being of our pupils.

We work closely with medical practitioners if your child has a health need who will discuss with you a Health Care Plan and administration of prescribed medication. We also work closely with a range of professionals including social services and the children with disabilities team; and with CAMHS, child and adolescent mental health services, if your child needs that level of support.

We support pupils' mental health through trained clinical practitioners who work in the school, across St Luke's, Collett and FHEC.

## **Sections 4 & 5**

### ***What specialist expertise is available at the school?***

### ***What training is provided for staff supporting children and young people with SEND?***

Teaching pupils with SEND is our core purpose and all our staff training has this focus. We have a range of expert individuals and teams who are there to provide in house training advice and support.

#### **School Expertise:**

##### **9 ¾ Sensory and Interventions**

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 who is also an ELKLAN trainer, supports class staff to meet the communication needs of pupils and ensure appropriate communication aids are available and being used as necessary. The team meet on a weekly basis and also 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.

##### **Intensive Interaction**

Intensive Interaction is a way of communicating at very early levels with pupils with PMLD who are pre verbal and also with pupils with autism who have social communication difficulties. We have a member of staff who is qualified as an Intensive Interaction trainer and practitioners. Our Intensive Interaction trainer leads on the development of Intensive Interaction across the school and works with identified pupils in individual intensive interaction sessions during the week. Most staff have completed training sessions in intensive interaction.

##### **Therapy Group**

Therapy group enables pupils with complex needs to start each day by working on their physical/mobility priorities. There are comprehensive programmes in place for each pupil who requires this. Pupils attend the group with a member of staff from their class. The group is also supported where possible by one of the school's moving and handling trainers as well as the OT when available.

##### **Autism**

In July 2013, the school achieved accreditation by the NAS and was re-accredited in October 2018. 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 at least a third 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 have individual plans to help them manage their autism in a way appropriate for them. This will 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 has recently been introduced to school and 2 staff have been trained in its use. Pupils with ASD have common characteristics but are individuals with different needs. Teachers analyse these needs and with the autism manager prepare a plan for the strategies required. This could include the use of a work station, the provision of a quiet space, visual support or a now and next timetable. All pupils with ASD will have their work devised and presented to take account of their specific related needs.

### **Multi-Sensory Impairment (MSI)**

The Sensory Interventions Lead is a qualified MSI teacher with extensive knowledge and experience of working with pupils with multi-sensory impairments. Our specialist MSI teacher is the liaison person for work with the Advisory Teachers for Hearing Impairment, Visual Impairment, Dual Sensory Impairment and the Education Audiologist. Our 9 ¾ sensory room is run by our MSI teacher with the support of two teaching assistants. Pupils with complex needs have regular sessions in the sensory room where the teacher and teaching assistant are able to target specific individual needs.

### **Communication Assistant**

We employ a member of staff for 4 days a week to work as Communication Assistants across the school. The Communication Assistants support the work of the Speech and Language Therapists and also liaise regularly with our Communication Curriculum leader. The Communication Assistant 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 was formed in March 2018 and consists of two leaders, who are job coaches having successfully completed the Certificate in Supported Employment, specialists in Gatsby Profile achievements and engage pupils in a holistic programme of work-related learning and work experience.

### **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 have to be delivered by class staff – including several changes of positions a day between pieces of equipment. All staff also have to be involved in the intimate personal care routines of pupils.

### **Speech Therapy**

The school has one part time speech and language therapist. His 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 the part time services of one Occupational Therapist. Her role is to work with all pupils who require static seating and posture aids, making the assessment and referral to panel. She will monitor these and train class staff in their use. The OT also provides pupils with hand and arm splints and trains staff in their use. She will liaise with the Autism manager re sensory integration and with other professionals and parents as necessary.

### **Paediatrician**

The school has close links with a paediatrician who runs clinics for pupils at the school and sees every pupil annually. Other doctors, with their own specialisms also work in this team – epilepsy for example. As well as seeing children for annual medicals they will also see pupils when there is concern raised by the school staff, nurse or parents and they are the first point for referral to other services such as CAMHs and the challenging behaviour team.

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.

Further help and advice can 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)

All of our teachers are qualified and 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 skilled.

## **Section 6**

### ***How accessible is the school both indoors and outdoors?***

Our school is accessible, with plans for further improvement to the secondary mainstream school buildings. The school has embarked on a forward-thinking and progressive range of fundraising to tackle some of the issues with the building design.

Our grounds are extensive and are inclusive.

## **Sections 7 & 8**

### ***How are Parents/carers involved in the school? How can you get involved and who should you contact?***

#### ***How do Parents/carers and children get involved in their education?***

We aim to work in partnership with our families, working together to achieve the best for our pupils. We have an 'open door' policy and you are welcome to contact the school at any time to make an appointment to see any member of staff.

We hold coffee mornings regularly 9.30 – 11.00, which are well advertised and attended, to meet other parents/carers for coffee, cake and a chat. We occasionally invite people along to speak at the coffee morning about a specific subject eg money advice, Educational Psychologist. We also run regular workshops for parents throughout the term.

We have 2 Family Support Ambassadors (1 who is a current parent and 1 who is a member of staff responsible for parent liaison). They meet regularly in school to discuss and organise relevant support for parents/carers as necessary eg parent support group and parent workshops. They are always available at parent consultation evenings and have a dedicated email which parents/carers can contact them through.

Our PTA: FOSLS meets regularly to arrange social events and fund raising activities. All parents and extended family members are welcome and encouraged to join. We also hold an annual Christmas Fayre and put on a range of other events to which you are warmly invited.

A weekly newsletter provides information on achievements and events throughout the year. For further information our website is regularly updated with upcoming events and provides comprehensive information about the school. We also have a school Blog, accessible through the front page of our website, as another way of keeping parents involved in the life of the school.

The support of parents/carers is extremely important in ensuring that we can work in partnership to support the learning and education of your child. We meet with you as parents/carers at the beginning of every term, at our Parent Consultation evening, where we talk about progress and targets for your child. We also discuss our expectations for your child and progress at Annual Reviews. We communicate with you regularly through writing in the home school books or ring you if needed and we hope you will also keep in touch with us that way as well.

The pupils are involved in the running of the school through the school council. They are also involved in setting and discussing their own targets where appropriate and in evaluating their learning. The use of a variety of new technologies and the Picture Exchange Communication System (PECS) supports pupils in communicating their needs and in making choices throughout the day, to maximise and give pupils control of their own learning.

Pupils make a contribution where possible to their annual review meetings – this will range from them being involved in choosing the work to be shown at the meeting to planning ahead for the future by sharing their aspirations on their future learning needs tied into their hopes for housing, social life, further education and work.

### ***Section 9***

#### ***What do I do if I have a concern about the school provision?***

We have adopted the Herts Complaints Policy and procedures.

In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the Head of School/ Executive Headteacher.

In the unlikely event that your concern is not resolved then please contact our Chair of Governors. If necessary a formal panel of governors will be established to deal with your complaint.

Ultimately parents/carers have recourse to the Secretary of State at the time if the situation still cannot be resolved.

### ***Sections 10 & 11***

#### ***What specialist services and expertise are accessed by the school?***

The school takes a holistic approach to the education of pupils and recognises that their personal development goes far beyond simply academic achievement. To this end we work closely with a variety of professionals.

We work closely with the following to support your child's needs:

All Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy. Health Service – school nurse providers. Specialist services including Hearing impairment, Visual impairment and the Educational Psychology services, CAMHS – Child and Adolescent Mental Health Services, Social Services – children with disabilities team.

## **Section 12**

### ***How do you prepare my child for joining your school or transferring to another?***

You will be invited in to meet with the Head of School to discuss transition for your child into the school and to look around the school, if you have not previously done so. A decision is then made in discussion with you as to the most appropriate transition for your child. We have a flexible approach to pupils starting at the school – some start straight away on a full day timetable whilst others prefer to build up their time in school gradually for example starting mornings only. What is most important is that the transition into the school is appropriate to the individual pupil. We have a home visits policy where a teacher will visit the home in order to find out as much information as possible in order to benefit the pupil and ensure individual needs are met. We acknowledge that you know your child far better than we do and it is vitally important that you are fully involved in providing us with as much information as possible. We have a comprehensive range of documents to be completed by parents/carers and handed in to school on your child's first day in school.

Once your child starts with us individual targets will be set within the first two months of them starting at St Luke's, regardless of the age of your child to discuss the proposed targets in advance of a meeting with parents/carers. These targets are linked to the aims and outcomes on your child's EHC plan. The results of the Baseline Assessment (completed within 6 weeks of starting at the school) are used to help with this task. A multi-disciplinary approach is used – with input from speech/physio therapists/OT/school nurse as relevant. Parents are invited into school to discuss and finalise the targets.

A robust transition process is in place for young people moving on from St Luke's. The Careers Education and Guidance programme develops skills for transition and the students do a range of visits to all the possible in-county options. Transition planning begins in earnest several years before students are due to leave school with parents being encouraged and supported to visit the local colleges and other provision. The Connexions PA is involved as appropriate.

When the time comes for your son/daughter to move on from school we will liaise with the receiving school/college and discuss the transition process with them. We will enhance this with, for example, social stories and extra visits if necessary depending on individual needs. We liaise closely with colleges and other post-school providers such as day centres and each student has a well-structured period of transition, suited to their needs. We believe that all our students and their families are well prepared for the move to their post school placement.

## **Section 13**

### ***When can I get further information about services for my child?***

The information in this report forms a part of Hertfordshire's local offer which can be accessed on the Herts Direct website at: <http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

Or via: <http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

This will give access to all the services available in Herts to support the education of children and young people with SEND.