



Special Educational Needs and Disabilities (SEND) Information Report

Address: Cricklade Rd, Swindon SN2 7AS

Website: <https://www.stlukes.swindon.sch.uk> **Telephone number:** 01793 705566

Opening hours: Monday - Thursday 8:50 - 15:00; Friday 8:50 - 13:00

Type of Provision: Secondary Education (Special)

Age range: 11-16

Points of contact: Mrs Judith Buckingham, Principal - jbuckingham@stlukes.swindon.sch.uk

Mr Tobi Marks, SENDCO - tmarks@stlukes.swindon.sch.uk

Aims:

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice (2015) and has been written with reference to the following guidance and documents:

- Children and Families Act (2014)
- Equality Act 2010: Advice for schools
- Keeping Children Safe in Education (2022)
- SEND Code of Practice (2015)
- SEND Regulations (2014)
- Safeguarding Policy

This information report is reviewed annually by the SENCO. Please find information regarding the Swindon SEND Local offer here: <https://localoffer.swindon.gov.uk/home>



Definition of SEND (SEND Code of Practice, 2015):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

SENDCO:

The SENCO is Mr Tobi Marks - tmarks@stlukes.swindon.sch.uk / 01793 705566

They will:

- Work with the Principal and governors to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEN policy and the co-ordination of specific provision made to support individual students with SEN.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEN up to date.

The Principal:

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability



Class teachers:

Each class teacher is responsible for:

- The progress and development of every student 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 SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Governors:

The governors will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

Who do we support?

We support students with an Education Health and Care Plan (EHCP) primarily in the area of Social, Emotional and Mental Health needs. We are a co-educational provision covering the age range from 11 (year 7) through to 16 (year 11).

Under the umbrella of SEMH needs we primarily provide for the following areas of associated needs:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Medical, physical, and sensory needs
- Specific Learning Difficulties

How do we identify and assess students?

In the first instance a consultation is held between St Luke's Academy and the placing Local Authority to determine if our setting is the right place for the young person. We will invite parents/carers, the young person and a local authority representative for a discussion to further



identify the suitability of our setting in meeting the young persons need. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on the next steps.

Once a conclusion is reached, a follow up letter is sent to the local authority informing them of our decision, and reasons why we either can or cannot meet the need of the young person.

Once this has been determined, the Academy utilises the following methods to build a picture of need to appropriately support the progress and wellbeing of each student:

- The Academy will liaise with feeder schools to build on their expertise and to transfer data and key information about new students to inform teaching.
- The Academy will undertake a range of baseline tests upon entry to include:
 - Reading and Spelling ages
 - The Lucid Assessment to screen for specific needs in literacy
 - Cognitive Ability Tests – to assess overall ability, processing and problem-solving skills
 - EQ analysis to measure attitudes towards school and self
- The Academy will identify students who require additional support for pastoral and/or learning needs.
- The Academy will identify students who may benefit from examination access arrangements
- The Academy will identify more-able students.

How do we monitor the effectiveness of student provision?

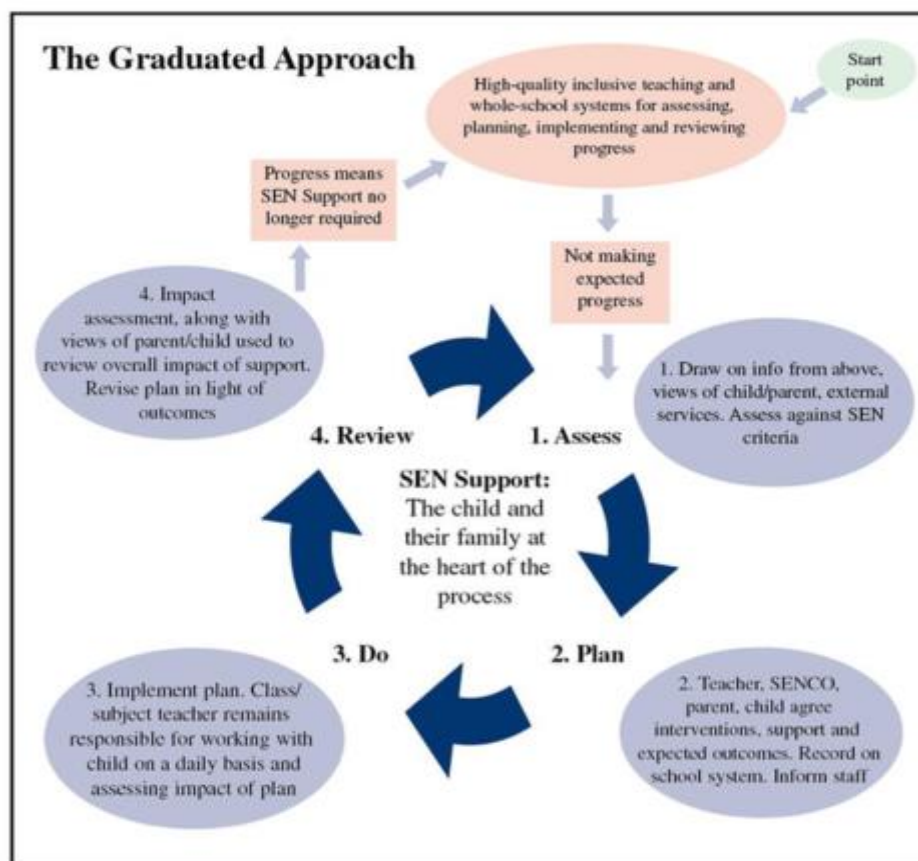
The staff at St Luke's Academy are adaptive and flexible in their approach. There is one shared common goal and that is to achieve aspirational outcomes for all young people who attend. Our staff understand that they are teachers of Special Educational Needs and are committed to closing the attainment gap between SEND and non-SEND students. We support the learning of all student's through quality first teaching and detailed knowledge of all our students' needs.

To make this happen the Academy recognises the importance of robust and SMART outcomes. In addition, the Academy understands the importance of student-centred planning and parent/carer engagement.

To support us in ensuring provision is at its best:

- The Academy follows the Assess, Plan, Do and Review model to identify specific strategies and continually support and review EHCP outcomes. The Assess, Plan, Do, Review cycle is key to the graduated response to special educational needs laid out in the SEND Code of Practice 0-25

(2015):https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf, and the Core Standards for SEND for Swindon: The Graduated Approach: <https://localoffer.swindon.gov.uk/media/34536/the-graduated-approach.pdf>



- EHCP outcomes (section E) are RAG rated regularly to allow staff and students to understand what they are working towards, the progress being made, and how they and staff can support the success of each target.
- A student entering with, or later displaying evidence of, a Special Educational Need is quickly identified and assessed through methods such as feedback and referrals from teaching staff, observations (including learning walks), targeted interventions, referrals from parents and self-referrals from students.
- Teachers are informed about the nature of the students' needs and are offered strategies for meeting that need through the use of a One Page Profile. This quickly identifies ways to support the student.
- The Academy holds Annual reviews of EHCPs and additional emergency reviews as required.
- Parents / carers and students are involved in discussions which include reviewing the outcomes that have been planned and the student's progress towards them.
- The Academy works in conjunction with the Virtual Schools to review Personal Education Plans.
- Academic Review days review progress in partnership with parents and students.



- Students in KS4 receive support and careers guidance to support transitions to Post-16 Learning.
- Post 16 professionals are invited to KS4 EHCP Annual Reviews. Preparation for Adulthood (PfA) targets are included in these annual reviews to help identify areas of support needed for successful transition to post-16 learning.
- The Academy works with the local authority by engaging in transition conferences to support individual students and gain insight into what courses are available and how to achieve a place.
- The Academy has specific literacy and numeracy interventions to close gaps in learning and promote broad vocabulary knowledge
- The Academy has an active pastoral support team, and daily classroom support from a team of Teaching Assistants.

How do we evaluate the effectiveness of our SEND provision?

- SEND support is carefully monitored for its effectiveness using a cycle of Assess/Plan/Do/Review. Where students are not making the expected progress, consideration is given to providing additional intervention strategies and / or alternative support.
- The progress of students is clear and measurable. We recognise the need for a flexible and adaptive approach to suit the needs of individual learners.
- Differentiation and effective learning strategies are deployed and we share good practice.
- Ensuring staff are trained to support the needs of the learners.
- Staff review data regularly to identify progress. This is measured against baseline assessments and predictions.
- A collaborative approach between the school, parents/carers and other identified professionals, working together to support the student and achieve the desired outcomes.
- Use of recording and monitoring systems to produce impactful and clear reports in relation to all areas of SEND, in order to evidence against outcomes and identify areas of need.
- Continued focus on improving outcomes and preparing the young person for adulthood.
- Our SEND Information Report is reviewed at least annually to reflect changes in provision and support

How do we ensure that our learners can access the learning and make progress?

The Academy has a range of provision in order to meet the needs of learners, including but not limited to:

- Classes are supported by a Teaching Assistant, and the pastoral team are on-hand to provide an additional level of intervention when required.
- Specialist literacy programmes including Read Write Inc and Comprehension Express are used by all staff across all curriculum subjects to improve reading outcomes and vocabulary knowledge.
- A curriculum that incorporates all core subject areas.
- A structured teaching approach which incorporates routines, structured tasks and rewards.



- Learning support strategies are developed collaboratively between staff.
- Use of range of technologies to ensure that all students can access learning including on-line learning in addition to classroom support.
- The use of outside mentoring and educational agencies are used to provide specific, appropriate wellbeing and academic support as required.
- Maintaining close links with professionals such as the Educational Psychologist and Speech and Language Therapist to identify support and improve outcomes.

How we inform our staff?

All staff are required to attend career professional development and training. This covers a range of topic areas such as:

- Supporting students with ADHD/ADD
- Emotional Literacy
- Attachment
- Trauma and Resilience
- Team Teach for physical interventions as required
- Writing SMART outcomes

Who do we work with to support students?

We recognise that outside professionals and services are important in joined up provision in order to provide effective, timely support for our students. We maintain close link with a range of options the Academy links with professionals such as:

- Assistive technology service
- Advisory Teaching Service
- ASD Advisory Service/ ARC
- CAMHS/TAMHS
- Educational Psychologists
- Education Welfare Officer
- Health Care professionals (School Nurse, Community Paediatrician and Paediatric Therapy)
- Hearing impairment advisory services
- Hospital Education
- Multi-Agency Safeguarding Hub (MASH)
- Occupational Therapist
- Outside Provision for offsite learning
- SEMH (Social, Emotional, Mental Health) Support Team
- SENDIASS
- Special Educational Needs Assessment Team (SENAT)



- Speech and Language Therapy
- SpLD Advisory service
- SMASH Youth Project
- Swindon Dyslexia Service
- Swindon Virtual School (for Children Looked After)
- Visual impairment advisory services
- Young Carers

How do we keep children safe?

The school has a safeguarding policy that all staff are required to read in order to understand their legal obligations in safeguarding children. Whole staff training is continual delivered to ensure staff are vigilant and up to date.

Our Designated Safeguarding Lead (DSL) is Tobi Marks, who works in line with the requirements of the role, as set out in Annex C of Keeping Children Safe In Education. Our deputy DSL is Elysia Potter. The members of our safeguarding team work in partnership with a range of other agencies, including local partners, to keep students safe. This includes information-sharing, provision of reports and attendance at multi-agency meetings including child protection conferences and core groups.