



SLS SEN Information Report



What is the SEN Information Report?

The St. Luke's CE School (SLS) Information Report sets out for parents, what the school provides for children and young people with special educational needs and/or disabilities (SEND). It is intended as an overview, enabling parents to make an informed choice when considering local schools.

For further details on day-to-day procedures for SEND please see the school's [SEN Policy](#).

[Camden Local Authority](#) has published its [Local Offer](#) on its website www.localoffer.camden.gov.uk setting out a range of information about specialist services, voluntary organisations, schools, and colleges that can provide support and information for families of children and young people with SEND.

Alternatively, if you are the parent of a child with SEND who lives in Barnet – please follow the link to the [Barnet Local Offer](#)

Our vision – what we think is important

It is a fundamental part of our Christian foundation and ethos that everyone in our school should be treated with respect and dignity, in keeping with the Christian belief that God made all people equally valuable and worthy of care. Everything we do at St. Luke's school is based on our vision: **secure foundations, excellent practice, faith, hope and love.**

In line with this ethos, our aim is for every child to be well cared for, to make progress and to develop life-long skills and attitudes, irrespective of any Special Educational Need (SEN) or Disability, alongside their peers and through access to a broad and balanced curriculum.

At St. Luke's:

- We value, respect and celebrate the achievements of all children. We believe that every child can be successful and achieve during their time with us.

- We recognise that parents are the first educators of their child and so we always aim to involve parents and children in planning and reviewing progress.
- We strive to ensure children have a voice and are listened to.
- We know that the earlier we can identify special educational needs and provide support the more successful our children will be – early identification and collaboration are key.
- We strive to deliver a broad, balanced curriculum which develops high achievement, self-confidence, resilience, motivation and cooperation with others.
- Our starting point is to guarantee a consistent, whole school approach to provision for children with SEND; to make sure all staff have the knowledge, skills and training to support all children with SEND in our school.

St. Luke's is committed to inclusive education, equal opportunities and respect for all.

OFSTED TOLD US:

In October 2017 OFSTED found:

- *Staff provide support well matched to the needs of individual pupils that helps pupils to develop their self-confidence and independence well.*
- *The special educational needs coordinator knows pupils extremely well. She provides a range of strategies to ensure that pupils with special educational needs and/or disabilities make progress. A wide curriculum allows pupils to receive well-thought-out opportunities.*
- *The school uses a range of services provided by other organisations well. This complements the school work and demonstrates how the school is quick to identify pupils' additional needs.*

The parents of children at St. Luke's CE School have told us they appreciate the “*nurturing, caring environment*”. The parents of children with SEND report that they feel there is always someone available to listen and discuss any concerns.

Additionally, parents have commented on specific aspects of our practice:

One to one meetings were very helpful in deciding what to do and taking steps in a collaborative manner.

I am so grateful for all the support school has given XXX

School has worked with XXX, on his talking and to help him make friends. He is happy here.

And children have told us the following:

Coach XXX listens to what I need help on and gives me a strategy to try.

Last year I was more anxious but this year I am less shy and anxious. Mentoring helped.

Zones of Regulation – “it helps me calm down. It gives ways to calm down if you don’t know.”
(KS2 pupil)

“Mrs X was helping me. She was teaching me, which one to put in order. Now I know if my work is wrong.” (Child with EHCP)

How has the SEND information report been developed?

Our SEND information report was developed in line with the SEND Code of Practice (2014). The SEND Information report is reviewed annually to ensure it reflects current legislation and guidance. The annual review is completed in consultation with key stakeholders; pupils, staff, parents and governors.

The types of send for which the school can offer provision

The SEND Code of Practice (2014) identifies 4 areas of need for which special educational provision may need to be made:

- Communication and Interaction

Children with Speech, Language and Communication Needs (SLCN) have difficulty understanding language and/or difficulty communicating with others. The profile of every child with C&I needs is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language, or social communication. Their needs may include attention, listening and understanding difficulties, delayed and/or atypical development of speech sounds and atypical use of language. Children with an Autism Spectrum Disorder are likely to have difficulties with social interaction. They may also experience difficulties with social imagination, language and communication which impacts on how they relate to others.

St. Luke's researches interventions to target SLCN carefully prior to implementation and we only use interventions with a strong evidence base. In the EYFS and KS1 we have used colourful semantics and Box Clever to support children with identified SLCN.

- Cognition and learning

Support for cognition and learning may be required for some children where learning is of a slower pace than their peers or where there is an increased need for overlearning, repetition, and reinforcement despite high quality differentiated teaching. Difficulties with cognition and learning affect a child's ability to process and remember information and apply knowledge in different situations. Cognition and Learning difficulties cover a wide range of needs including Moderate Learning Difficulties (MLD) and Severe Learning Difficulties (SLD) sometimes referred to as Global Developmental Delay, where children are likely to require support in all areas of the curriculum and may have associated difficulties with communication and/or mobility.

Some children may have a Specific Learning Difficulty; meaning they have difficulty in a specific area of learning such as dyslexia, dyspraxia, or dyscalculia. Whole class teaching is supportive and adaptive to the learning needs of children with Learning Difficulties, for example the school uses lots of visual supports and plans opportunities for practical, kinaesthetic learning whenever possible.

- Social, emotional and mental health

Social, emotional and mental health difficulties (SEMH) require care in diagnosis and response. The profile and manifestation of these difficulties is unique to the individual and may include atypical behaviours, difficulty regulating emotions, anxiety, becoming withdrawn or disengaged or other socio-emotional issues. Some children may have a diagnosis of SEMH needs such as Attention Deficit Disorder or Hyper-Kinetic Disorder (ADHD). The school has used the Zones of Regulation programme, alongside our comprehensive PSHE curriculum, to

support and develop emotional literacy skills. Additionally, we work with KICK London to provide mentoring to a small number of individual children. Mentoring is time-limited and targeted to support individuals in school.

- Sensory and Physical

This includes children with sensory impairments such as Visual Impairment (VI) or Hearing Impairments (HI) These children may require specialist support and/or equipment to access the environment and the curriculum. This category also includes physical disabilities that affect a child’s mobility.

St. Luke’s recognises that children’s SEND needs may change over time and that an individual child may have difficulties in more than one area. The school plans carefully for individual children with SEND and makes adaptations to the curriculum and, wherever possible, to the environment, to support each child’s needs as and when they arise.

The contribution of specialist support services

St. Luke’s is committed to ensuring children with special educational needs receive, where appropriate, high quality support from specialist services. We believe that early identification of a special educational need is crucial to effectively supporting a child’s learning and sometimes specialist services can help us to better identify the need and help with planning support.

If your child requires support from a specialist service, we will involve you in the process at every stage. You will need to sign the referral form before the support can go ahead. SLS currently buys into a range of specialist services from Camden Local Authority.

The services working either in school or supporting children/families at St. Luke’s include:

Specialist Service	Frequency	Examples of what they do
Educational Psychologists	8 school visits a year. Individual assessment and observation – by referral (caf form)	Observation and assessment of children to identify barriers to learning for children with cognition and learning difficulties Advice and training to staff, parents, and children on strategies to support learning. Advice on social, emotional or communication concerns

		Support for statutory assessment of need. Input into annual review meeting on request at key transition points.
Speech and Language Therapy Support	By referral for specific children (SPOR referral)	<p>Observation and assessment of children with Speech, Language, Attention and Communication Difficulties.</p> <p>Advice to staff, parents, and children.</p> <p>Training for teachers and teaching assistants around Speech, Language Communication Needs.</p> <p>Please note that assessment may be undertaken either within the school or clinic setting as determined by the commissioning team.</p>
Occupational Therapists	By referral for specific children (SPOR referral)	<p>Input into Annual Reviews for children with an EHCP. Liaison and support - for children with OT provision on their EHCP.</p> <p><u>Please note:</u> due to St. Luke's being a free school and funded directly by the Education Funding Agency rather than maintained by the local authority, the following changes to the school's OT provision may be relevant to parents. From September 2014, Camden and Islington NHS OT service decided that it will offer a clinic-based service to children with identified OT needs but without an EHCP, rather than a school-based service. Goals identified in the clinic setting will be shared with the school and St. Luke's is committed to supporting the child in achieving these goals. However, parents of children with significant occupational therapy needs should be aware of this and its possible implications.</p>
CAMHS	<p>By referral - for families with a Camden GP.</p> <p>Parents can also self-refer: https://tavistockandportman.nhs.uk/care-and-treatment/our-clinical-services/camden-camhs-open-minded/</p>	<p>Offers therapeutic advice and support to individuals demonstrating social, emotional, and mental health difficulties (assessment and intervention). Works with pupils and families (parenting skills, counselling, therapy, and psychiatric advice).</p> <p>CAMHS does not see children in school but supports individual children or their families through a clinic-based service.</p>
School Nurse	<p>Basic Health check</p> <p>Care Plans</p> <p>Staff Training</p>	<p>Service funded by NHS— includes NCMP which includes monitoring of children's height and weight.</p> <p>Support at medical planning meeting upon request for children with complex medical needs requiring a medical care plan.</p>

		Annual training for staff relevant to medical needs of school population e.g., asthma and anaphylaxis, training etc.
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Historically St. Luke’s has worked with a number of charities to provide specialist support to individuals with SEND in school e.g., a reading therapy dog (PetsasTherapy.org) who provides support to a small number of individual children with ASD or SEMH difficulties. Due to the Covid-19 pandemic support from volunteers and charities is currently on hold but we are hopeful of reintroducing this support as and when possible.

Please Note: Each service has referral and eligibility criteria – meaning the service can be targeted to children with higher levels of need. The level and type of support varies both on an individual case level and on a service level.

If your child has a health concern or medical issue, parents may prefer to contact their GP for a referral to specialist support services. The criteria for referral by a GP may be different from that required by the school. Please do speak to your child’s class teacher or the SENDCO to discuss referral routes.

How do we identify, assess and plan support?

We ask whether parents/carers have any concerns about their children (e.g., if they have a disability, special need or medical need) before they start school, during the Reception home visit. This helps us plan how we will support their child once he/she starts school.

If a child has attended a nursery, we will use the information they provide to plan the programme of support. In addition, we assess all children in the first half term of joining Reception or other year groups. We use a combination of careful observation, one to one and small group activities and a review of progress to ensure we have a complete picture of your child’s learning strengths and needs.

We will continue to monitor and assess throughout the year, ensuring we identify and support children whose additional needs may arise at a later point in their school life.

We also listen to children to find out how they are settling into school. We will always involve you in any decisions about whether your child has a special educational need and the best way to provide support.

How do we review your child's progress and evaluate our effectiveness?

Your child's progress is continually monitored by his/her class teacher. We use the information we have about each child who has been identified as having SEND to plan adaptations to the teaching and learning or to plan a personalised programme of SEN support. The Class teacher and SENDCO will develop this plan in partnership with parents and the child.

Once a term, your child's progress is reviewed formally at a pupil progress meeting. The class teacher, Headteacher and SENDCO use these pupil progress meetings to monitor progress and attainment, determine effectiveness and discuss any additional measures to support learning.

Children with SEND that have a Personal Education Plan (PEP) have a termly meeting to discuss targets and support. These meetings involve parent/carers and the class teacher and where possible the SENDCO. We try to work in partnership with parents/carers, sharing progress and discussing priorities when deciding on next steps for learning.

The process for monitoring the progress of pupils with SEND follows a graduated approach:

- **Assess:** We will identify the specific needs of the child through formal and informal assessments and observation.
- **Plan:** Where needs have been identified the class teacher, in collaboration with the SENDCO, plan interventions or adaptations to meet need – these may include the provision of additional resources, adaptations to the curriculum or classroom practice and/or targeted time-limited intervention. The class teacher meets with the parent to discuss the suggested support.
- **Do:** Delivery of agreed intervention/strategies or adaptations. This may also include support, training, or direct therapy from external agencies such as OT or SALT.
- **Review:** At the end of each term or agreed intervention, the class teacher reviews pupil progress, whenever possible in collaboration with the child. Next steps and future support are discussed and agreed by the class teacher and the SENDCO. If the child has a Personal Education Plan, this will also be reviewed and shared with parents and stakeholders.

Class teachers report formally once a year on the progress of all children including those with SEND. For children with an EHCP (Education Health and Care Plan), progress is also formally reviewed at an Annual Review Meeting. This review involves all the adults involved with the child's education including those from specialist services, health, and social care. For parents whose children do not have an EHCP a meeting with the class teacher can be requested at any point to review their child's progress.

Our approach to teaching children with SEND.

High quality teaching, differentiated for individual pupils and combined with well matched support, is the first step in ensuring all children including those with SEND make good progress.

St. Luke's school leaders and the SENDCO work with and support teachers to take responsibility for the learning and progress of all children including those with SEND. The SENDCO supports teaching assistants to develop their knowledge and understanding of SEND enabling them to provide effective teaching support for children with SEND. Our induction, training and support structures ensure teachers and teaching assistants have a clear understanding of the learning needs of children with SEND.

All class teachers plan lessons according to the specific needs of all children in their class, this ensures the work is well matched (or differentiated) to ensure your child's needs are met and children are able to make progress. Currently all our classes have both a teacher and a teaching assistant ensuring a high level of adult high-quality support for all children, including children with additional needs.

Some children with an EHCP may receive additional support from a SEND teaching assistant. These teaching assistants support individuals and groups of children in class and at lunchtimes.

St. Luke's staff use a wide variety of teaching approaches in class to support all children including those with SEND including: modelling and guiding learning through demonstration, scaffolding elements of the learning, providing additional learning aids such as visual supports/visual schedules and providing personalised steps to success/success criteria.

Class staff ensure marking of children's work identifies next steps for learning, so our children know how to improve their work.

Specialist equipment and digital technology are utilised where appropriate to support access and participation in learning. Staff use clear, regular and rigorous assessments to help inform planning and support.

In line with advice from the local authority, as a general rule, we do not place children in year groups other than that dictated by chronological age.

How school leaders and governors make sure all children feel welcome, included and achieve their potential

Our Headteacher has overall responsibility for SEND and inclusion. Our SENDCO is a member of the senior leadership team and manages the day-to-day provision. She oversees the provision and supports the class teachers to develop programmes of support for individuals and small groups of children with SEND.

Senior Leaders observe lessons, monitor planning and practice and meet regularly with teachers and support staff to monitor the progress and wellbeing of children with SEND.

The Governors challenge us to make sure we constantly improve the quality of provision and outcomes for children with SEND. St. Luke's has a SEND Link Governor who takes responsibility for SEND matters. The SENDCO and SEND Governor meet regularly to examine provision and practice, taking learning walks and talk with pupils and staff to ascertain their views. A number of parents sit on the Governing Board. St. Luke's seeks Governor approval when reviewing and revising our SEN Policy and SEN Information Report.

How we make sure children with SEND enjoy a broad balanced curriculum

At St Luke's our central concern is the education of the whole child. This stems from the Christian belief that everyone is made in God's image and all have a valuable contribution to make to the school and wider community.

"So God created mankind in his own image, in the image of God he created them; male and female he created them." Genesis 1:27.

We offer a curriculum which is broad and balanced and builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through the school. Our curriculum is responsive to individual needs, based on, but not limited by, the National Curriculum.

Our curriculum has been designed to encompass knowledge and understanding of the world in which we live, and also the events that have shaped it in the past to make it what it is today. The topics have been designed to complement and build on one another with clear progression and links so that in subsequent year groups, they will be able to explore concepts more deeply and apply their knowledge in different contexts.

Below is a small selection of some of the ways we have adapted the curriculum for children with SEND:

- Providing visual timetables, visual schedules/success criteria, simplified explanation of task, visual task planners and a workstation for a child with Autistic Spectrum Disorder (ASD).
- Providing regular movement breaks for a child with ADHD.
- Implementing Physio and OT programmes on a 1:1 for a child with an EHCP
- The use of social stories to support an individual with a diagnosis of ASD to understand social expectations.

St. Luke's provides children with opportunities to achieve and contribute to school life in lots of different ways - academically, creatively, and socially. We provide opportunities in music and sport for example, in school piano lesson, after-school multi-sports, dance club and choir as well as providing children with opportunities to take on additional responsibilities e.g., playground buddies, reading buddies and school council etc. We encourage children with SEND to play a full part in the life of the school and ensure they are included in these enriching curricular opportunities.

St. Luke's tries to make sure that children with SEND are always included in educational trips and journeys. We plan for these activities carefully, completing a risk assessment and where necessary make reasonable adjustments to arrangements.

Pupil progress meetings identify children who require additional specialist interventions to accelerate progress in identified areas or subjects e.g., reading, speaking and listening. St. Luke's, in line with the SEND Code of Practice, ensures that interventions are evidence based and evaluated. Interventions at St. Luke's are time limited, running for a set number of weeks with a baseline and summative level measuring the progress of children and helping us evaluate the impact and success of the intervention.

Our SENDCO monitors the quality and effectiveness of interventions termly. If a child is not making sufficient progress or is falling short of national expectations, we will consider other forms of support, in discussion with you and your child.

How we make sure that our school and classrooms are safe, accessible and stimulating

St. Luke's is situated in the under-croft of St. Luke's Church and as a result the site is limited and compact. However, despite these limitations, all the classrooms are safe, stimulating and accessible. The school has disabled access and a wheelchair lift. Additionally, tables and chairs are at appropriate height. The school playground is accessed via a short flight of stairs.

The school has an Accessibility Policy and Plan (copies are available from the school office) through which we are making improvements to the school environment over time.

Specialist Teams – such as the Camden Hearing and Visual Impairment Service —can provide guidance and advice for children with particular access or support needs.

How we develop the skills, knowledge and expertise of school staff

It is the SENDCO's responsibility to support the class teacher in planning for children with SEND. The school audits the skills, experience and training of teachers and teaching assistants. We use this to inform whole school training on SEND. Individual teachers and teaching assistants have access to internal training delivered during TA meetings and also to training courses, run by outside agencies, that are relevant to the specific needs of the children in their class e.g. Colourful Semantics, Lego Therapy. Additionally, staff delivering interventions have access to external training where relevant and receive support from the SENDCO or Class teacher as appropriate e.g., Box Clever. St. Luke's researches interventions carefully prior to implementation and we only use interventions with a strong evidence base.

Specialist Support Services such as an EP or SALT provide staff with expert advice and training to help support children with identified additional needs in the classroom.

St. Luke's staff, in collaboration with the London Diocesan Board for Schools, undertakes visits to other schools and welcomes visitors to share good practice. Our SENDCO has completed the NASCO (National Award for SEN Coordination in Schools) and has a Post Graduate Diploma in the Psychology of SEN and Inclusion.

How we work in partnership with parents and carers

St. Luke's is committed to working in partnership with parents. The active involvement of parents, supporting the education of their child, is one of the most important factors in ensuring a child's success and achievement.

St. Luke's has organised the school day to ensure parents have the opportunity to communicate regularly with class staff. We have an open classroom daily between 8.50-9am. Parents of children in Reception and KS1 are encouraged to stay in the classroom with their child, reading, or working together. Parents can also use this time to talk briefly to the class teacher, communicating relevant information to class staff. The Headteacher and SENDCO also operate an open-door policy at this time of the morning.

The school involves parents and children in the planning, target setting and review cycle for Personal Education Plans (PEP). Meetings between parent/carers and class staff occur termly for children with PEPs and those who receive individual programmes of specialist support (e.g., SALT programmes/OT programmes).

We try to ensure we communicate clearly and regularly with parents/carers about:

- How we support your child in school.
- How parents/carers can help support their child at home.
- The achievements of your child and their wellbeing.
- Their participation in school life and any barriers to full participation and how we can work together to overcome these.

Please do let the school know if you require bilingual or interpretation services, or if you would prefer a translated copy of school correspondence, such as the weekly newsletter. We welcome and value feedback on how well we are working together with our parents.

How we listen to children with SEND

We listen to children in our school and respond to what they say in a number of ways, including:

- Talking to children individually and in groups about their learning
- Talking to children individually and in groups as part of a lesson observation, to understand their experiences of the lesson.
- Inviting and, where necessary, assisting children to make a personal contribution to annual reviews – through video clips on the iPad, photo books or PowerPoint presentations.
- Doing an annual pupil questionnaire on pupil voice, behaviour and well-being – giving pupils their say.
- Agreeing individual targets with individual pupils.
- Encouraging pupils to respond to feedback – through developmental marking.
- Clear policies and systems to support children in expressing worries or concerns.
- Ensuring robust safeguarding procedures and that all staff are well trained

Transitions: How we support children joining and leaving our school

All children entering our Reception class receive a home visit from a member of the class team. For children already identified as having SEND, the SENDCo will accompany class staff on this initial visit. We collect information and records from previous nursery provision and attend appropriate transition meetings with nursery staff. Where relevant a transition support plan is compiled by the SENDCO in collaboration with parents and nursery staff and circulated to all staff and parents/carers. Transition arrangements can be tailored to support the individual but we always plan carefully to ensure children are supported to settle and feel safe. We offer drop in mornings, staggered entry (morning or afternoons) to support the transition to full time school. We send home a welcome pack including a photo booklet to support your child in getting to know the staff and classroom before entry to Reception.

If your child has SEND, we create with your child a one-page profile for use in school. This contains photos and information about what your child likes/dislikes, the ways they communicate and strategies to support them in their learning.

When transitioning between year groups we organise hand-over meetings, where teachers and support staff liaise to ensure a clear understanding of the needs of all children with SEND. Where relevant, class staff create transition books for individual children, using social stories or photos to support the transition and change. Wherever possible, parents of children with SEND will have an opportunity to meet the new class teacher and to visit the new classroom before the start of the school year. Children will have a number of opportunities to work with their new class teacher and visit their new classroom.

For children with an EHCP we begin planning the transition to secondary school in Year 5, supporting and informing parents/carers as to how to contact their Planning and Placement officer and where to obtain the relevant information on open days for local secondary schools. Once the choice of secondary school has been confirmed, we will liaise with the secondary SENDCO and ensure the new school is fully informed about the child's needs. In Year 6, we will invite the parents, the secondary SENDCO and a representative from the local authority to take part in the Annual Review Meeting. For all children with identified special educational needs we aim to ensure the new school is fully informed of any additional needs by liaising directly with the Secondary SENDCO or form tutor. Where appropriate we will attend the Camden SENDCo Transition Forum to pass on relevant information to Secondary SENDCOs from Camden schools. There is also a focus on preparing pupils with SEND for these changes– physical, social and curricular.

How we support children's health and general well-being – including their safety, attendance and positive behaviour

St. Luke's behaviour policy can be accessed via the school website.

We carefully monitor the health and wellbeing of children with SEND and the quality of our provision. We have a zero-tolerance approach to bullying, using assemblies and PSHE lessons to tackle and highlight this issue with the children. We have very little bullying in our school, but when it does occur we work with the children involved to make sure it does not happen again. Our school anti-bullying summary can be found in the behaviour policy and is sent home to parents.

We provide help for children experiencing difficulties with relationships or behaviour. Well-trained and supported staff will deliver these programmes either on a one-to-one basis or in a small group. We always consult parents in the decision to offer this support.

St. Luke's has an up-to-date policy on managing medical needs. A copy of this policy is available on the school [website](#). Children with serious medical needs have an individual Medical Care Plan which sets out:

- The medical condition and resulting needs e.g., medication and treatment
- Who provides support; their role and training and who needs to be aware
- Emergency procedures
- Support on school trips
- Support for long term absence

We support all children to attend school regularly. Our policy on attendance, available on the school website, describes how and why we promote high attendance for all children.

Who to contact for more information

The initial point of contact should always be your child's class teacher.

The class teacher will always seek advice where necessary from our SENDCo (Special Educational Needs and Disability Coordinator) or the Headteacher.

The class teacher is responsible for:

- Monitoring and checking the progress of your child and identifying, planning, and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the SENDCo know, as necessary.
- Writing PEPs and Support Plans, with support from the SENDCo and sharing and reviewing these with parents once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. This is overseen by the SENDCo.
- Ensuring that the school's SEND Policy is followed in their classroom.

The SENDCo is the person to talk to about inclusion and any SEND issues or concerns. Our SENDCO has-completed the National Award for Special Education Needs Co-ordination (NASCO). She is responsible for:

- Coordinating the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you as a parent/carer are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how he/she is doing through review meetings between you and the staff working with your child
- Liaising with all the other people who may be coming into school to help support your child's learning e.g., Speech and Language Therapist, Educational Psychologist etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known).
- Compiling and updating the school's provision map – a record of all the different ways that we provide extra support (for example support for reading etc.) for children with SEND.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Please contact: Mrs Julie Galton, office@stlukesschool.org.uk

The Headteacher provides leadership on high achievement and inclusion for all. She is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Please contact the Headteacher, Ms Jo Iwanicki, office@stlukesschool.org.uk

The SEN Governor is responsible for:

- Ensuring that the necessary support is provided for any child who has SEND, through regular meetings with the SENDCO and termly reports from the Headteacher.
- Monitoring and supporting the school on SEND matters on the governing body

Our SEND Governor, Mrs Bonnie Farlow, office@stlukesschool.org.uk

Our Office Manager can provide you with copies of our policies and can book appointments with the above-named post-holders. Please contact office@stlukesschool.org.uk or 0207 435 5604.

How can I let the school know I am concerned about my child's progress?

If you have any concerns about your child's progress you should speak to your child's class teacher. If you are not happy that the concerns are being addressed or feel that your child is still not making progress you should speak to the SENDCo or Headteacher.

The school does have a complaints procedure which can be accessed on the school website.

How will St. Luke's CE School know if we are successful?

We constantly monitor and evaluate important evidence for success – we take action where we are not successful.

The things we look at to make sure we are meeting the needs of children with SEND include:

- Academic standards and good progress
- Behaviour

- Attendance
- Involvement in activities, visits, and clubs
- Involvement in the full life of the school
- Smooth transitions
- Parental Feedback
- Parental Complaints
- Pupil Questionnaires – behaviour and wellbeing, confidence, and resilience as learners etc.

Who to contact for impartial information, advice and support

Camden has a number of organisations and groups that can help provide independent information and support for parents of children with SEND. These can be found on the Camden Local Offer. <https://cindex.camden.gov.uk/kb5/camden/cd/localoffer.page?localofferchannel=0>

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) provides a free and confidential service. It offers parents of children with SEND information, advice and support about education, health and social care. Please contact SENDIASS@Camden.gov.uk