

Welcome to our Autumn St. Luke's SEND Newsletter!

Every term, our newsletter will provide information about SEND at St. Luke's Catholic Primary School. We will also keep you updated with the Telford & Wrekin local offer and guidance.

Welcome!



**Miss Louise
Russell
Federation
SENCO**

As St. Luke's Catholic Primary School Special Educational Needs and Disability Coordinator (SENCO), I am here to offer support and advice regarding additional needs or SEND support for your child.

As a school, we value the engagement of our parents so please do not hesitate to get in touch if you have any questions. My contact email address is: send.obs@taw.org.uk

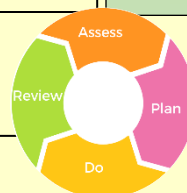
Alternatively, you may find further information about our SEND provision on the school website:

<http://www.stlukesatholicprimary.org.uk/>

Contents of this term's news:

- Welcome
- Telford and Wrekin's local offer
- Early Identification of SEND
- SEND and the St. Luke's Website
- Intervention programmes at St. Luke's
- SEND Services across Telford and Wrekin
- SEND Activities in Telford and Wrekin.

Early Identification at St. Luke's



At St. Luke's, the children are at the heart of everything we do.

We aim to identify the needs of all pupils as early as possible. This is part of our graduated approach, in which we **Assess, Plan, Do, Review**. This on-going cycle ensures effective provision is put in place and also removes barrier to learning. We have a range of interventions taking place daily in our school to meet the needs of all children. Further information about our identification and provision can be found on the SEND section of our website:

<http://www.stlukesatholicprimary.org.uk/send/identification-of-send-and-the-graduated-response>

If you have any concerns about your child or their progress; please contact either the class teacher or me where we can discuss this further.

Telford and Wrekin SEND local offer

For further information about Telford and Wrekin SEND, please see the link below:

<https://www.telfordsend.org.uk/site/index.php>

You can also find a copy of the Telford & Wrekin SEND parent newsletter.

<https://www.telfordsend.org.uk/homepage/14/send-news>

SEND NEWS!

SEND @ St. Luke's - The Website

Where can I find information about SEND on the website?

SEND
What are Special Educational Needs (SEND)?
 "Children have SEN if they have a learning difficulty which calls for special educational provision to be made for them."
 Children are recognised as having a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

One governing body has specific responsibility for SEND. The school's governing body ensures that provision is made for pupils who have SEND. It will report to parents on the implementation of the SEND policy and will ensure that SEND provision is an integral part of the School Development Plan. Children who make slower progress will be given carefully differentiated learning opportunities to help them achieve. Progress will be regularly monitored and parents/carers and children will be involved in a close working partnership with the school. Identifying and assessing needs.

We are committed to the early identification and intervention of children who may have SEND. Identification of special needs may come from the class teacher, the SEND coordinator (SENCO), the Headteacher or the parents. The graduated response, adopted in our school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the LA policy.

Disability Facilities
 The school premises are single story on ground level and include disabled access and toilet.
 SEND Information Report - St. Luke's 2023-2024
 Our Blessed Saints SEND policy - St. Luke's - 2023-2024

Our school aims are based on the belief that each child is made in the image and likeness of God. The mission statement can be seen everyday across our school, where the best use of talent and opportunities are created to allow all children to shine.

At St. Luke's, we are committed to recognising that all children are unique and as a community we aim to motivate, engage, inspire and celebrate our pupils' journey, effort and achievement. Where pupils have special educational needs or disabilities, as a school, we also provision that encourages, support and challenges pupils to raise aspirations and to play an integral part of life across the school.

Every child has an opportunity to be an expert and master their uniqueness.
 Our motto and lesson for all of the people within Our Blessed Saints Partnership:

If you have any questions or would like further information about SEND at St. Luke's Catholic Primary School please contact:

Miss Louise Russell (SENCO)
 01952 388222 or send.lob@stluke.org.uk

In April 2023, we launched our new school website.

Information about Special Educational Needs and Disability (SEND) can be found on the school site by visiting <http://www.stlukesatholicprimary.org.uk/> and clicking on the SEND tab on the toolbar.

The introduction page contains information about me as the SENCO alongside the school's aims, rational and intent for all pupils including pupils with SEND.

From the SEND home page, parents can access the different areas of SEND and what provision looks like at St. Luke's.

The school's SEND policy and SEN Information report can be found directly following the tab.

Area of SEND Need	Curriculum for SEND	Transition
Support for Parents and Carers	Identification of SEND and the Graduated Response	SEND Outside of the Classroom
SEND Policies and SEN Information Report	Telford and Wrekin SEND Local Offer	The Voice of SEND
Mental Health	St. Luke's SEND Parent Newsletter	

Area of SEND Need
 The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of special educational need and support'

Cognition and Learning Difficulties

- Specific Learning Difficulties (SpLD) e.g. Dyslexia, Dyscalculia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, Emotional and/or Mental Needs

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

With regard to these categories, the SEND Code of Practice states that "Many children and young people have some needs that span two or more areas; for others the precise nature of their need may not be clear at first."

At St. Luke's we work as a team to ensure that our approach to each and every child is child-centred. In conjunction with the LA, we develop and adapt our school environment and curriculum to ensure that all pupils are happy, safe, valued and successful.

We have created a guide for parents which highlights the different areas of SEND and how we identify, adapt and provide for them.

[OUR PROVISION FOR PUPILS WITH SEND Our Blessed Saints – St. Luke's](#)

What are the different SEND areas of need?

Within the Area of SEND Need section, we explore the four areas as identified in the SEND Code of Practice 2015.

Our St Luke's provision for pupils with SEND guide can be found which highlights how we:

- Identify, Assess and Review each area of need.
- How we adapt teaching for each area of need.
- How we provide support/resource each need.

SEND NEWS!

SEND @ At. Luke's - The Website

Where can I find information about SEND on the website?

HOME > SEND > IDENTIFICATION OF SEND AND THE GRADUATED RESPONSE

Identification of SEND and the Graduated Response

At St. Luke's Catholic Primary School, we recognise the importance of early identification of special educational needs and/or disability. It is pivotal that additional needs are identified at the earliest stage and effective provision is put in place to ensure successful long term outcomes for the child. As a school, we follow our own school 'Early Identification Flowchart' which highlights the stages of our continuous SEN provision. We encourage parents to be part of this journey and to work in partnership with us as a school.




Early Identification of SEND - Flowchart - St. Luke's

What is a 'Graduated Response' and how do we support your child with SEND in our school?

In accordance with the SEND Code of Practice 2015, we use a graduated response to identify and determine the support each individual child requires. We adopt a three-tiered approach to classify special educational needs which are different from everyday classroom provision.

Waves of Intervention Model



Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

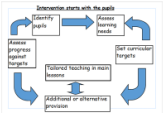
Wave 2 defines specific, additional and time limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate learning. We believe that all pupils learn best within their age appropriate classroom environment alongside their peers. We encourage pupils to work independently where possible and are provided with the scaffolding and provision appropriate for their identified needs.

As a school, we provide additional intervention alongside daily class teaching. When considering interventions, we look at the child's profile of learning and will match an intervention which aims to close the attainment gap between themselves and their peers. Interventions take place, where possible, within the classroom environment and do not take the place of other curriculum subjects.

If my child is working at Wave 2 or Wave 3, how to do ensure that the provision in place is correct and is having an impact?

SEN Code of Practice 6.7 explains that: 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Where pupils are deemed to not be meeting age related expectations the assess, plan, do, review process will be implemented in consultation with parents.'



We use the Assess, Plan, Do, Review model to continuously review provision and impact and to ensure that the child is making progress across all areas of their identified need.

We work in conjunction with pupils, parents and external agencies (when appropriate), to evaluate our ways of working and adapt strategies, intervention and support to achieve the best possible outcome.

As a school, we place an importance upon the early identification of SEND needs. Within this section, you will find our SEND Early Identification flow chart which talks through the process that school takes when identifying a pupil with SEND. We also discuss our Assess, Plan, Do, Review approach and the different WAVES of support that are in place across the school.

HOME > SEND > SEND OUTSIDE OF THE CLASSROOM

SEND Outside of the Classroom

How do we ensure, as a school community, that we are inclusive and offer the same opportunities for SEND pupils both inside and outside of the classroom and across the wider curriculum?

St. Luke's Catholic Primary School wishes to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn. Equal opportunities permeate through all aspects of our school life and is the responsibility of every member of the school community.

As professionals, we offer opportunities for pupils regardless of their age, gender, race, faith or disability. We encourage pupils to take an active participation in all areas of school life.

Below are some examples of how our SEND pupils participate in wider school life opportunities.

Mini-Vinnies



Mini Vinnies are a group of Key stage 2 pupils who volunteer to meet every week to look at how to tackle poverty. The volunteers of Mini Vinnies are members of the St. Vincent de Paul Society. During their sessions, the Mini Vinnies look at how to turn 'talk into action.' They have opportunities to discuss the local/national and international issues and plan how they can have an impact at St. Luke's.

Forest School



For the past 2 years, St. Luke's Catholic Primary School have provided the children with outdoor education at Chetwynd Deer Park. All children, including those with additional needs/disabilities, have regular opportunities to participate in a holistic curriculum and to learn within the natural environment.

Our Forest School is particularly important for our pupils who may find challenges with social, emotional, mental health difficulties; we aim to support any barriers through providing activities to promote:


- Emotional well-being:** Time spent outdoors proven to help relieve stress and anxiety.
- Self-confidence:** Overcoming challenges and taking risks such as tree climbing/courses.
- Self-regulation:** Control thought and behaviour; Reflecting and adapting when something is not going well. For example, encountering a mini raft that doesn't float, requires making adjustments to improve it.
- Concentration:** Staying focussed on an activity, such as bird spotting or constructing a wooden bird feeder.
- Self-esteem:** Child led group activities or projects often allows them to contribute their ideas, consequently increasing self-worth. For example, designing a bridge.
- Stress management:** Sensory engagement during calming activities such as nature walks, bird spotting and insect identification.
- Emotional coping mechanisms:** Children are given opportunities to talk about their worries and learn during the circle time. Child led activities give opportunities for independent problem solving.
- Self-awareness:** Child's belief in their ability to accomplish a task! Child led tasks provide opportunities to succeed without external guidance.
- Emotional resiliency:** Ability to manage emotions when upset! The unstructured nature of Forest school may allow children to compose themselves and harness their emotions.
- Social skills:** Children are given the opportunity to mix with peers that they have been isolated from during the Covid-19 lockdown.

For pupils with physical/sensory difficulties, we complete risk assessments to ensure that we can remove any barriers to participation. At present, we are working with the Chetwynd Deer park to improve the disabled access around the site.

At St. Luke's, we place an importance of ensuring inclusivity both through the curriculum, throughout the daily life of the school and also outside of the classroom. We explore how pupils with SEND are offered the same opportunities as other pupils and how our wider curriculum offers a range of learning opportunities for all.

As a school, we work closely with the Telford and Wrekin local authority SEND team. The website contains a link to the Telford and Wrekin SEND website: <https://www.telfordsend.org.uk/site/index.php> as well as the SEND local offer and additional information about SEND across the borough.

Telford and Wrekin SEND Local Offer



The Telford and Wrekin Local Offer website is the best place to find out about information about special educational needs and disabilities (SEND).
Telford and Wrekin Local Offer SEND Website

The Telford and Wrekin SEND team also provide information about the current Strategy for SEND improvement and have published a recent report which highlights the achievements in SEND over the academic year 2020-2021.
https://www.telfordsend.org.uk/info/1/home/61/send_strategy
https://www.telfordsend.org.uk/info/1/home/3/local_offer_annual_report

SEND NEWS!




SEND @ St. Luke's - The Website

Where can I find information about SEND on the website?

Curriculum for SEND

At St. Luke's, we have created a uniquely tailored curriculum that ensures that each child is at the heart of everything that we do. We provide purposeful, real-life experiences and opportunities to support all children to 'know more and remember more'. We recognise that all pupils learn differently and with this in mind, teachers and teaching assistants adapt the classroom to provide a learning environment that supports the different learning styles of all children.



How do we create a learning environment that meets the needs of all pupils including those pupils with SEND?

- Visual timetables
- Table Top Resources for all lessons.
- Working walls to help children 'learn more, remember more'.
- Stripping words and additional writing aids.
- Coloured overlays and lined books.
- Pastel slides PowerPoint.
- Breaking word down into manageable chunks and scaffolding.
- Allocating laptops and access to Talk Tins.
- Adjustable tables.
- Specialised idlingines.
- Reflection spaces and wellbeing support.

How do we make sure that pupils with SEND are making progress across all curriculum subjects?

For each curriculum area, we look closely at how we can adapt provision to ensure that pupils with SEND access and make progress.

We have created subject specific curriculum documents which teachers and teaching assistants can use to support the planning and implementation of the mini-adventures.

Curriculum Adaptation for SEND Documents:

- Art and Design Curriculum provision for pupils with SEND --
- DT Curriculum provision for pupils with SEND --
- Geography Curriculum provision for pupils with SEND --
- History Curriculum provision for pupils with SEND --
- MFL Curriculum provision for pupils with SEND --
- PE Curriculum provision for pupils with SEND --
- Science Curriculum provision for pupils with SEND -- St. Luke's

St. Luke's has a uniquely tailored curriculum which ensures that children are at the heart of everything we do. The curriculum is purposeful, full of real-life experiences and opportunities and helps all children to 'Know more and remember more'.

Our curriculum for SEND section identifies how we create a learning environment for pupils to succeed, the adaptations that can be made across the curriculum and how we support pupils to achieve.

Each term, we produce a SEND parent newsletter which contains information about:

- Our SEND procedures and practices.
- SEND In focus - relating to areas of SEND need.
- Links to the Telford and Wrekin local offer and parent newsletters.
- SEND services across Telford and Wrekin and how to access them.


The SEND Parent Newsletter page contains all previous editions for parents to download and read.

Welcome to our SSPP SEND Newsletter Section!

Every term, our newsletter will provide information about SEND at SS Peter and Paul Catholic Primary School.

We have a termly 'SEND in Focus' where we offer information about a range of SEND needs, make sense of technical 'jargon' or terminology and get to the bottom of strategies and support.

We will also keep you updated with the Telford & Wrekin local offer and guidance as well as local support agencies that you can get in touch with to support your child's individual needs.



SSPP Spring SEND Newsletter 2023

Read our previous editions below:

- SSPP SEND Newsletter - Autumn 2022.pdf
- SSPP SEND Newsletter - Summer 2022.pdf
- SSPP SEND Newsletter - Spring 2022.pdf
- SSPP SEND Newsletter - Spring 2021
- SSPP SEND Newsletter - Summer 2021
- SSPP SEND Newsletter - Autumn 2021

Capturing what pupil think about our SEND provision @ St. Luke's.

I really like being in the classroom with my teacher

We can use the laptops; I use word dictate to help me with my writing.

Our teacher's make learning fun; this helps me to remember.

On our classroom walls, we have vocabulary which we can use to help us. We also have resources on our table too.

I like doing my IDL intervention as it helps my spelling.



SEND In Focus Intervention programs @ St. Luke's

To support our pupils with special educational needs, St. Luke's provides a range of intervention/support programs.

The information below is about the interventions 'ELSA' and 'Lego Build to Express.'



ELSAs are 'emotional literacy support assistants'. They are adults within school who have received additional training from the educational psychology service to support the emotional development of children and young people in school.

ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. ELSAs provide the time and space for pupils to think about their personal circumstances and how they manage them.

Most ELSA programmes last for 6-12 weeks, helping the pupil to learn some specific new skills; these could include: social interaction, communication skills, anger management, anxiety strategies.

The ELSA isn't there to 'fix' the child. For pupils with complex or long-term needs, it's unrealistic to expect ELSA support to resolve all difficulties. Change is a long-term process that needs everyone's help.

At St. Luke's, our ELSA's are Miss Pickersgill and Miss Russell.

LEGO® BuildToExpress (BTE) encourages pupils to express their thoughts and ideas symbolically, a more playful, creative and hands-on method to engage pupils of all abilities and achieve results.

The method ensures a secure and non-judgemental process for solving problems, express personal feelings and breaking down barriers to achievement for curriculum-based topics.

When using Lego Build to Express, we are offering the children opportunities to:

- Communicate more effectively.
- Encourages reflection.
- Enhances creative, abstract and critical thinking skills.
- Promotes active listening.
- Improves problem solving.
- Supports time management
- Develops cooperative working.

The children love Lego BTE and we are always amazed by their imagination and thinking.



SEND In Focus Intervention programs @ St. Luke's



To support our pupils with special educational needs, St. Luke's provides a range of intervention/support programs.

The information below is about the interventions 'IDL' and 'Cool Kids'

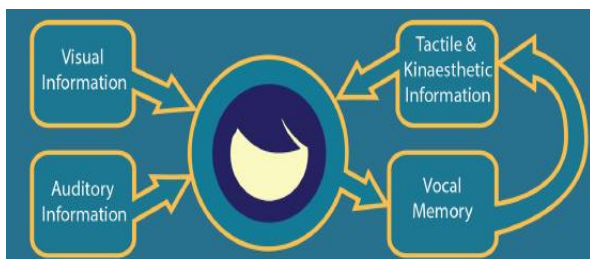
Cool Kids @ St. Luke's



The IDL intervention is a speaking computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and is used as an intervention but is also used at St. Luke's as a school wide literacy intervention.

How does it work?

IDL uses a light, sound, touch and voice to develop children's ability to embed reading and spelling patterns into their short-term memory.



Children complete an initial reading and spelling assessment and from this receive a username and password. They are assigned a module which specifically relates to any gaps in their reading/phonic/spelling knowledge. Time is given in school to complete their IDL modules.

Cool Kids is a simple, fun and structured exercise programme designed to develop children's coordination, balance, attention and self-esteem.

It is based on sensory motor development working through developmental stages of lying on the back, tummy, rolling, creeping and crawling.

Cool Kids offers opportunities for:

Proprioception is the sensation from the muscles and joints that gives us our sense of position in space (where we are in relation to objects around us). **Activities include: crawling, pulling**

Vestibular is our sense of movement and gravity. We receive more vestibular input when we do activities that involve movement and change of head position. **Activities include: rolling, jumping, hopping, spinning/twirling.**

Praxis is the ability to plan an action. Some children may find planning new motor actions difficult. They may be hesitant and need to watch others before attempting an activity. They may also have difficulty with ideation (being able to see play potential). They may also be disorganised. **Activities include: different ways of moving, using equipment, planning activities.**



SEND In Focus

SEND Services across Telford and Wrekin



The School Nurse Team

Parents Opening Doors (PODS)

PODS is a parent carer/peer led charity with staff and volunteers who have the relevant 'real life' experience to support families who have a child with a disability or additional need (aged 0 - 25 years). For further information, support and advice see: www.podstelford.org or contact PODS on 01952 458047

PODS offer a range of support including:

- Befriending scheme
- Activity sessions for children with SEN needs
- Information courses for parents.
- Resources for children
- Advice about SEND, EHCP's and SEND processes.



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Your School Nurse

What we can offer you:

Children will have their **height and weight** measured in reception and year 6 (unless opted out of). More information and help can be found at [National Child Measurement Programme - NHS Digital](https://www.nhs.uk/child-measurement-programme)

Advice, support, and signposting to resources on **toileting, behaviour, healthy lifestyles, emotional and mental well being.**

Our Emotional health and wellbeing lead nurse also runs a **clinic for parents every Monday, 9-2pm** at Sutton Hill Medical Practice (online appointments also available upon request via the number below).

Ask your school to refer in or self-refer by calling **0333 358 3328**



What we don't do:

We no longer check hearing and sight in reception

We are not a diagnostic service however we are able to sign-post to appropriate services/support

How and when to get your child's eyesight checked:

- You can attend most opticians and book a sight check for your child
- Please follow this link to find a local optician: [Sight Tests - NHS \(www.nhs.uk\)](https://www.nhs.uk/eye-tests)
- Checks are free on the NHS for children
- It is best to get your child's sight checked before they start school and then yearly thereafter.
- They will ensure your child's sight and eye health is monitored and issue glasses if required.

How to get my child's hearing checked:

- Should you notice an issue with your child's hearing, or you are alerted by school there maybe an issue you should attend your local GP who will be able to examine the ear canal and rule out infection. The GP can also refer for a hearing test if necessary.
- A school nurse can also do an audiology referral

Kooth

For children and young people aged

11-24

www.kooth.com



Bee U is the emotional health and wellbeing service for people, up to the age of 25, living in Shropshire and Telford and Wrekin.

Bee U is designed to:

- Offer advice and support.
- Signpost to services.

For more information visit: www.camhs.mpft.nhs.uk/beeU



SEND NEWS!



Telford and Wrekin SEND Activities

Across Telford and Wrekin, organisations and leisure services offer specialized SEN sessions for pupils with special educational needs/disabilities and their families.

Airea51

Airea51 is offering scheduled SEN sessions for pupils.

These take place on a Tuesday and Wednesday 6-7pm

www.airea51.co.uk

Telford and Wrekin Leisure

Telford and Wrekin offer an inclusive leisure program for all pupils with SEND and their families.

Activities include swimming, Ice skating, Snowboarding and skiing sessions and family fun sessions.

3PM	ARENA CLOSED 3-4PM WEEKDAYS					
4PM	After School BOUNCE & EAT 2 HRS 4PM - 6PM SANDWICH, CRISPS & SQUASH!	After School BOUNCE & EAT 2 HRS 4PM - 6PM SANDWICH, CRISPS & SQUASH!	After School BOUNCE & EAT 2 HRS 4PM - 6PM SANDWICH, CRISPS & SQUASH!	After School BOUNCE & EAT 2 HRS 4PM - 6PM PIZZA & CHIPS & SQUASH!	HAPPY HOUR	HAPPY HOUR
5PM						
6PM	CLOSE 6PM	SEN Autism & Special Health Needs GLOSE 7PM	SEN Autism & Special Health Needs GLOSE 7PM	2 HOUR DISCO 6-8pm All Ages	2 HOUR DISCO 6-8pm All Ages	CLOSE 6PM
7PM						



Jungleland

Jungleland soft play centre offers an exclusive family session for children of any age with special educational needs/disabilities. Siblings are welcome to join as well.

Saturday mornings 8-9:30am with reduced admission £3.45 per child and £2 per adult

<https://www.junglelandtelford.com/disabilities-special-needs/>

Inclusive leisure SEND programme Telford & Wrekin Council

Mon	Tue	Wed	Thu	Fri	Sat	Sun
Abraham Darby Sports and Leisure Centre						
3:30pm / 5:30pm / 6pm	4pm	3:30pm		3:30pm	11am	10am
SEND Swim4Life Lessons	SEND Swim4Life Lessons	SEND Swim4Life Lessons		SEND Swim4Life Lessons	SEND Swim4Life Lessons	SEND Swim4Life Lessons
					6pm-7pm Ican2 swim session	12.15-1.15pm Family Disability Swim
Oakengates Leisure Centre						
6pm-6:30pm						
SEND Swim4Life Lessons						
Telford Ice Rink						
5pm-6pm SEND Skate						
Telford Soft Play @ Telford Ice Rink						
4pm-5:30pm		5pm-6:30pm		10am-11:30am		10am-11:30am
Junior SEND Session		SEND Session		SEND Session		SEND Session
6pm-8pm Senior SEND Session						
Telford Snowboard and Ski Centre						
4:30pm-5:30pm My Options Ski and Tubing session						
Wellington Civic and Leisure Centre						
					12noon	5pm
					SEND Swim4Life Lessons	Wrekin Special Swimming Club SEND Session